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ARTS EXECUTIVE COUNCIL

Minutes of Meeting of September 22, 1975

2:00 - 5:15 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, M. I. Asch, H. B. Barclay, M. F. Bauer, J. W. Bilsland, F. D. Blackley,* W. A. Blanchard, F. F. Bueckert, R. L. Busch, M. P. Browne, J. A. Creore, G. Dacks, J. D. Dale, R. J. E. d'Alquen, R. A. Davey, F. A. de Luna, E. Egert, B. L. Evans, J. Freeman, R. Frucht, W. D. Gainer, P. Gallivan, L. C. Green, E. J. H. Greene, R. P. Heron, C. W. Hobart, D. C. Johnson, H. J. Jones, W. J. Jones, D. Laycock, E. Lechelt, A. M. Mardiros, F. J. McMahon, J. S. McMaster, R. J. Middleditch, P. A. R. Monod, S. R. Munro, J. M. Nelson, R. M. Nielsen, A. Ogg, D. V. Parker, F. C. Pier, T. M. Priestly, F. L. Radford, E. Reinhold, P. A. Robberecht, T. Rolston,* E. J. Rose, B. G. Rule, M. Sasonkin, P. A. Schouls, R. Silvester,* R. C. Smith, R. Stangeland, F. P. Van De Pitte, T. H. White, R. W. F. Wilcocks, C. R. Wilson, H. Pausch.

> *It was moved by Professor Smith, seconded by Professor Wilcocks, THAT Arts Executive Council welcome the participation and observations of these three staff members regarding item 5: Credit by Special Assessment.
>
> Motion carried.

1. Minutes of Arts Faculty Council Meeting of August 26, 1975

   On a motion by Professor Nielsen, seconded by Professor Smith, the Minutes were adopted as circulated.

2. Executive Committee Report: September 5, 1975

   [The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

   Council's attention having been drawn to item 5 (Voting Rights of Staff on Leave: Chairman Selection and Review Committees), it was moved by Professor Munro, seconded by Professor d'Alquen,

   > THAT the Executive Report be approved by Council.

   Motion carried.

3. Student Representation on Selection Committee for Chairman, Department of Philosophy

   [Note correction of the agenda as distributed--the Department of Political Science having been listed in error.]

   The following names were placed in nomination by the Executive, the one to serve according to the status of the student who is ultimately elected from within the Department (whether graduate or undergraduate):

   > Graduate Student: Margaret Foot, Germanic Languages
   > Undergraduate: Nancy Stewart, 4th yr. Honors Economics.

   It was moved by Professor Smith, seconded by Professor Nielsen, THAT nominations cease.

   Motion carried.

4. Curriculum Committee Report: Deceleration and Residence

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

On introducing this agenda item Dean Baldwin pointed to a conflict between the Curriculum Report and the Report of the Special Assessment Committee in the matter of acceptability for the residence requirement of courses credited by special assessment. Accordingly, this aspect of the Curriculum Report was deferred for consideration under item 5 below (in conjunction with item 2.g of the Special Assessment Report). It was then moved by Professor Dacks, seconded by Professor Blanchard,

> THAT the Curriculum Committee Report on Deceleration and Residence (excepting the recommendations re: courses credited by special assessment) be adopted by Council.

Speaking to the Report, Professor Dacks drew Council's attention to the differentiation between the B.A. (General) and (Special) degrees (ref. p.2, middle paragraph: "These recommendations implicitly distinguish between the two degrees in that...."). Council was also reminded that the Committee's recommendations for the B.A. (General) were consistent with the policy of total deceleration approved by the Faculty on September 17, 1974. [Note: The Committee did not advocate total deceleration in the case of the more closely integrated B.A. (Special) program. The B.A. (Special) student does, however, have a degree of flexibility in that deceleration may be permitted "for just cause" upon application to the Dean.] Finally, Professor Dacks pointed out that where the Committee spoke of "courses offered in the University's Evening Credit Program," these were understood to be off-campus.

The chair having divided the question, the recommendations were dealt with as follows.

Motion #1: B.A. (General)

> A student proceeding towards the B.A. (General) degree must have credit for at least five full-year (or equivalent) University of Alberta courses. These shall normally be the final five courses in the student's program. If the student has fulfilled the five-course requirement before the beginning of the final year of his program, he may apply to the Dean for permission to take one or more of his final five courses elsewhere.

One editorial change was made: the verb "must" in the second sentence of the Curriculum Committee recommendation being replaced by "shall," as noted above.

Motion carried.

Motion #2: B.A. (Special)

> a. A student proceeding towards the B.A. (Special) degree in the Faculty of Arts must have credit for at least ten full-year (or equivalent) University of Alberta courses.

The Curriculum Committee formulation was acceptable to Council.

Motion #2: B.A. (Special) - cont'd.

b. When enrolled in the B.A. (Special) program the student takes the normal course load during each regular academic year. The student may apply to the Dean for exception to this regulation.

Amendments

i) Council having agreed that the "normal course load" be explicitly stated, the wording of the first sentence was revised to read: "When enrolled in the B.A. (Special) program the student shall normally take five full-year courses (or equivalent) during each regular academic year."

ii) On the grounds that the regulations should underline the departmental role in the B.A. (Special) program, Council accepted an amendment (moved by Professor Schouls, seconded by Professor Bauer) THAT the second sentence be revised to read: "The student's department may recommend to the Dean....

iii) By general consent (on the recommendation of Professor Green), a further change of an editorial nature was made in the second sentence: "exemption from" being substituted for "exception to."

c. The final five full-year courses (or equivalent) in the B.A. (Special) program must normally be taken in one academic year in attendance at the University of Alberta campus. If the student has fulfilled the ten-course requirement prior to the beginning of the final year of his program he may apply to the Faculty of Arts Executive Committee for exception to this regulation.

Amendments

In light of part b., as amended, part c. of the motion was revised to read as follows:

> The final year of the B.A. (Special) program must be taken in one regular academic year in attendance at the University of Alberta campus. The student's department may recommend to the Dean exemption from this regulation. If the student has fulfilled the ten-course requirement prior to the beginning of the final year of his program he may apply to the Dean for exemption from this regulation.

Note: i) The departmental recommendation would come into play where any reduction in course load is contemplated.

ii) Council having on August 26 approved the Executive's delegation to the Student Program Office of the responsibility for hearing student petitions concerned with Visiting Student status, the wording of the final sentence was altered to permit application to the "Dean" rather than the "Faculty of Arts Executive Committee."

iii) It was understood that Spring and Summer Session courses may be included among the first five courses of the ten-course requirement, but that they will not be accepted as satisfying the requirements governing the final year of the B.A. (Special) program.

The three-part motion, as amended, was put to a vote.

Motion carried.

5. Credit by Special Assessment: Implementation Proposals
[The Report of the ad hoc committee having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

At the outset Council was reminded by Dean Baldwin that the principle of credit by special assessment was not an issue (the Faculty having given approval in principle on August 19, 1974 and GFC having passed enabling legislation on October 28, 1974). The Report was then introduced by Professor Blackley, who explained that it reflected a cautious approach to the problems of implementation. Professor Blackley added that the Committee anticipated two types of application for credit by special assessment: the one arising out of knowledge or skills obtained in a "non-university context" (i.e. before admission to university); the other being based on "independent study" (i.e. after admission to university). [Note: The function of this distinction was subsequently questioned; see for example, recommendations 1.d and 3.c].

Immediately following these introductory remarks, the Report was formally submitted to Council on a motion by Professor Bauer, seconded by Professor Nielsen,

> THAT the Report of the Special Assessment Committee be adopted by this Council.

Amendments

> Rec.1.a: Only students already admitted into a degree program may be considered for credit by special assessment.

This recommendation was struck from the Report, on the ground that it was superseded by recommendation 1.b.

> Rec.1.b: A student upon admission to a degree program in the Faculty of Arts may apply for credit by special assessment on the basis of knowledge or skill acquired in a non-university context prior to admission. That non-university context may be periods of work, experience that bears a relation to university courses, or courses completed at institutions not normally accepted for advance credit. Arrangements for such special assessments will be made at the time of admission.

It was felt that a student having spent some time within the university framework would be in a better position to judge his/her potentiality for credit by special assessment than would be the case on admission. Recommendation 1.b was therefore amended to read: Following admission to a degree program in the Faculty of Arts, a student may apply for credit by special assessment on the basis of knowledge or skill acquired in a non-university context. That non-university context may be periods of work, experience that bears a relation to university courses, or courses completed at institutions not normally accepted for advance credit.

> Rec.1.c: A student who has successfully completed at least one year of academic work in a degree program in the Faculty

5. Credit by Special Assessment: Implementation Proposals

Rec.1.c: (contd.)

of Arts may apply to the Dean for credit by special assessment on the basis of independent study.

The original recommendation was amended by the insertion of the words "at least," as above-noted.

Rec.1.d: The number of courses obtained by special assessment at the time of admission to the Faculty and/or courses obtained by special assessment on the basis of independent study, or on transfer from another school, faculty, college or university shall in total not exceed a number determined by the Faculty of Arts.

In order to bring this recommendation into accord with earlier amendments, it was reworded as follows:

The number of courses obtained by special assessment, by new, continuing, or transferring students, shall in total not exceed a number determined by the Faculty of Arts.

Note was taken that the Faculty may not in fact be empowered to deny credits on transfer to students who have obtained courses by special assessment except insofar as such credits would be inconsistent with the various program requirements of Arts Faculty (see 2.n, below).

Rec.1.e: For a trial period of two years, only two full courses (or their equivalent) obtained by special assessment may be applied to a degree program in the Faculty of Arts.

The Committee having made no provision for a period of transition, the recommendation was revised to read: For a trial period of three years, only two full courses (or their equivalent) obtained by special assessment may be applied to a degree program in the Faculty of Arts. At the end of two years a committee shall be appointed to advise Council, with Council to take action by the end of the third year.

Rec.2.b: Honors and Graduate courses cannot be attempted by special assessment nor, normally, 100 level courses.

Council defeated an amendment whereby 100-level courses would be totally excluded from credit by special assessment even under exceptional circumstances (a proposal to delete the qualification "normally"). An editorial change was, however, accepted, recommendation 2.b being revised to read: Honors and Graduate courses, and normally, 100-level courses, cannot be attempted by special assessment.

Rec.2.g: Courses obtained by special assessment will be regarded as credits in University of Alberta courses, but such credits cannot be used to meet residence requirements, where applicable.

This provision was struck from the Report, Council having opted for the Curriculum Committee recommendations (ref. p.7 of Minutes).

5. Credit by Special Assessment: Implementation Proposals

Amendments (contd.)

> Rec.2.h: Courses obtained by special assessment by students in the Mature Student Program cannot be used for establishing regular student status.

This provision was struck from the Report, on the grounds that it was no longer functional. Mature students, who were at one time admitted on a probationary basis, are now accepted directly into the B.A. program as "regular students."

> Rec.2.m: No student may apply for credit by special assessment when, in the opinion of the Dean, preparation for the assessment would involve an unreasonable academic load.

This provision was struck from the Report, it being noted that application for credit by special assessment would not necessarily be made in advance of independent study.

> Rec.2.n: A student who has obtained credits by special assessment, or its equivalent, while enrolled in another school, faculty, college or university, will be given advance credit in such courses only to the extent that the Faculty of Arts accepts such courses on its degree program.

The phrase "or its equivalent" was deleted.

> Rec.3.b: A course attempted by special assessment will be graded as a pass/fail course, and some formula will be devised to indicate on student transcripts that such credits were obtained by special assessment.

The Committee having recommended on p.4 of its Report that "all departments should examine applicants in such a way as to reasonably approximate those requirements imposed upon students taking the course in the normal way," Council agreed that the recording of the results should reflect that fact: that insofar as possible the grade point system be used, and that there be no special identification on the student's transcript of courses credited by special assessment. Recommendation 3.b was therefore amended to read: The results in a course attempted by special assessment will be recorded as a grade point or pass/fail (at the discretion of the department).

> Rec.3.c: A course failed when attempted by special assessment on the basis of independent study will be recorded upon the transcript of the student concerned and computed into his academic record. A course failed when attempted by special assessment on the basis of knowledge or skills acquired in a non-university context will not be recorded upon the transcript of the student concerned but it cannot be attempted again.

Consistent with the grounds for amending recommendation 3.b (that the requirements governing credit by special assessment "reasonably approximate those requirements imposed upon students taking the course in the normal way"), recommendation 3.c was amended to read: A course failed when attempted by special assessment will be recorded upon the transcript

5. Credit by Special Assessment: Implementation Proposals

Amendments (cont.)

of the student concerned and computed into his academic record.

> Rec.3.d: A course attempted and failed by special assessment will be expunged from a student's record, when this is applicable, if that student subsequently takes and passes the course in the usual manner.

One editorial change was made: "usual" being substituted for "normal," as above-noted.

Approval of the document, as amended, was put to a vote.

Motion carried.

6. Curriculum Committee Deferral [ref. item 4 of Minutes]

Recommendation 2.g having been deleted from the Special Assessment Report, Council approved the Curriculum Committee recommendation THAT courses obtained by special assessment may be used to meet the residence requirements for the B.A. (General) degree, and the B.A. (Special) degree except where the final year of the program is concerned.

7. Adjournment

By general consent the meeting was adjourned at 5:15 p.m.

Chairman.

EXECUTIVE COMMITTEE REPORT: Meeting of September 5, 1975

1. Student Appeals

1.1 Appeal for permission to take 2½ courses in the final year of the B.A. (General) program as a Visiting Student at the University of Notre Dame, Nelson, B.C.: Maureen Louise Madill

Ms. Madill, who was admitted to the Faculty in the fall of 1968, has accumulated a total of 11½ credits toward the B.A. (General) degree (including credits for 1½ courses taken as a Visiting Student at the University of Calgary). Now living in Nelson, B.C. and with 3½ courses remaining for completion of the degree (one of these being in her secondary area of concentration: French), Ms. Madill sought permission to take 2½ courses as a Visiting Student at Notre Dame. She also enquired whether it was possible to have only one area of concentration, stating that Notre Dame did not offer a French course that "suits my interest." The petition was denied by the Student Program Office, there being no evidence of any real hardship should Ms. Madill be required to complete her degree on the U. of A. campus. Ms. Madill's immediate family is in fact living in Edmonton; however, she herself finds that "Edmonton, and the Edmonton campus in particular, are larger communities than what I function best in. I prefer my rural community and lifestyle." Having reviewed Ms. Madill's file, the Executive supported the SPO decision.

Appeal denied.

1.2 Appeal to take for degree credit a senior-level correspondence course offered by UBC: Earl Francis Wilkins

Mr. Wilkins, who is 41, anticipates retirement from the Canadian Armed Forces within the next two years. He is therefore attempting completion of the B.A. (General) degree on a part-time basis, with the aim of obtaining employment in the field of social work. Having accumulated credits for 12 full-course equivalents, Mr. Wilkins sought permission to take a senior-level correspondence course in Psychology on the grounds that it was relevant to his program and future career. Mr. Wilkins also cited difficulties in pursuing the degree from his Cold Lake, Alberta location: i) the range of courses offered in the off-campus Evening Credit Program is very narrow; ii) financial and service commitments limit his ability to take Spring & Summer Session courses on campus. The petition was denied by the Student Program Office on jurisdictional grounds, the SPO not having the authority to waive the Faculty's application of a University regulation which restricts extra-mural credits to the first year of the program. Mr. Wilkins having appealed that decision, the Executive took the view that an exception to the regulation was justifiable in his case.

Appeal upheld.

1.3 Appeal against the requirement that he withdraw: Name Withheld
The student appealed against an August 29 ruling that he withdraw from the Faculty as a Category C student. His argument was that he never received the June 1975 warning that would normally be enclosed with his grades and, being unaware of his precarious position, he made no attempt to improve his standing by means of supplemental examinations. On reviewing the student's file, the Executive discovered a series of breakdowns in record-keeping which in its view were sufficiently complicating for the student that he ought to receive the benefit of the doubt and be permitted to return for the 1975-76 academic session.

Appeal upheld.*

*The Executive nonetheless recommended that the student be advised not to continue, because he is clearly one whose performance has been unsatisfactory.

2. Committee Memberships

2.1 Academic Planning Committee
Professor J. O. Orrell of the Department of English was nominated to serve on this Committee (as a replacement for Prof. G. B. Peacock, who is on sabbatical leave).

2.2 Honors Committee
Acting on behalf of Council the Executive approved the following nominations from the Department of Political Science: F. G. Hulmes, member; R. E. Baird, alternate.

2.3 ad hoc Committee to Explore the Possibilities for Interdisciplinary Cooperation in Film Courses [ref. item 4, AFC, 26/8/75]
Acting on instructions from Council the Executive established the following seven-person committee:

R. R. Hett, History (Chairman)
S. H. Arnold, Comparative Literature
J. DeFelice, Drama
D. A. Jackel, English
E. Murray, Political Science
M. Sabatini, Romance Languages
R. Silvester, Art & Design.

3. Nomination for Election to the Board of Governors
Acting on authority delegated by Council, the Executive in February 1975 submitted to GFC the names of Professors R. N. Bosley (Philosophy) and J. P. Meekison (Political Science) as candidates for a Spring election to the Board of Governors [ref. item 5, AEC, 3/2/75]. The candidate elected by the academic staff of the University was the [then] Dean of the Faculty of Education, Professor M. Horowitz, who has since become a non-voting statutory member of the Board by virtue of his appointment as Vice-President (Academic). A September election having become necessary and Professors Bosley and Meekison having declined to stand again, the Executive forwarded to GFC the following nomination: Professor W. D. Gainer (Economics).

4. 1976-77 Calendar Material: Religious Studies 310 (New Course) [ref. item 4, AFC, 26/8/75]

There being a potential conflict with the interests of Anthropology, Arts Faculty Council at its meeting of August 26 resolved THAT RELIG 310 be referred back to the Course and Calendar Committee for further debate and discussion, AND THAT the Executive Committee be empowered to act on behalf of Council in light of the recommendation that will be forthcoming. The departmental conflict having been resolved, RELIG 310 was approved by the Executive, its title and description having been revised as follows:

310 Themes of Pre-literate Religious Tradition *3 (either term, 3-0)
A study of specific themes in the religious life of pre-literate peoples, e.g. shamanism, myths, revitalization movements, etc.

5. Voting Rights of Staff on Leave: Chairman Selection and Review Committees [ref. item 5, AFC, 26/8/75]

The Executive reviewed Council's August 26 delegation to departments of the authority to determine whether or not staff members on leave may vote in the election of departmental representatives to chairman selection and review committees. There being no reference in that resolution to the election of representatives from the Faculty at large (say, for example, in the case of a department having fewer than 10 full-time academic staff), it was the Executive's interpretation that the existing practice would prevail, namely that staff members on leave not be canvassed for Faculty-wide elections to chairman selection and review committees.

6. Departmentally Disputed Grades: Prof. A. K. Davis, Sociology [ref. item 6, Exec. Rpt. of June 2/75]

In accord with its decision of June 2, 1975 (to effect its enquiry into certain of Professor Davis' grades through departmental means so as to avoid if possible the need for direct participation in the continuing dispute by either the Executive or Council), the Executive established a committee of Sociology professors to determine whether assessments in the courses in question had been made in a manner acceptable to the Faculty. The subcommittee report, which contained a number of recommendations for modifications in Professor Davis' assessment practices, has now been forwarded to the Chairman of Sociology. In reporting to Council, the Executive wishes to record its appreciation for the work of the sub-committee and its hope that this internal enquiry will prove fruitful.

To: Dean R.G. Baldwin
Faculty of Arts

March 11, 1975

From: Gurston Dacks
Department of Political Science

Dear Dean Baldwin:

After extensive discussion, the Curriculum Committee has prepared the following recommendations concerning the questions of deceleration and the residence requirement for the B.A. (General) and B.A. (Special) degrees.

Regarding the B.A. (General) it recommends that:

> A student proceeding towards the B.A. (General) degree must have credit for at least five full-year (or equivalent) University of Alberta courses. These must normally be the final five courses in the student's program. If the student has fulfilled the five-course requirement before the beginning of the final year of his program, he may apply to the Dean for permission to take one or more of his final five courses elsewhere.

Three points of clarification should be made regarding this recommendation. First, the term "University of Alberta courses" is intended to include (1) courses offered in the University's Evening Credit Program, and (2) courses credited by special assessment (the latter being included on the ground that, in achieving credit by means of special assessment, the student will thereby have satisfied the requirements of a U. of A. course). Second, the second sentence of the resolution is intended to provide a guarantee that the student's proof of performance at the University of Alberta will in most cases have been demonstrated in the finishing stages of the program (i.e. the senior element). Third, this recommendation permits total deceleration as approved by the Arts Executive Council at its meeting of September 17, 1974.

Regarding the B.A. (Special) the Committee recommends that:

(1) A student proceeding towards the B.A. (Special) degree in the Faculty of Arts must have credit for at least ten full-year (or equivalent) University of Alberta courses.

(2) When enrolled in the B.A. (Special) program the student takes the normal course load during each regular academic year. The student may apply to the Dean for exception to this regulation.

(3) The final five full-year courses (or equivalent) in the B.A. (Special) program must normally be taken in one academic year in attendance at the University of Alberta campus. If the student has fulfilled the ten-course requirement prior to the beginning of the final year of his program he may apply to the Faculty of Arts Executive Committee for exception to this regulation.

These recommendations implicitly distinguish between the two degrees in that they give the departments which are so inclined the means to use the B.A. (Special) to provide students with a more coherent and focused program than is usually possible with the B.A. (General). When the Committee polled the departments of the Faculty about their current practices regarding the B.A. (Special) and their hopes for it, some departments indicated that they viewed it as very much similar to the General degree except in length, while other departments viewed it as something more than that. The Committee's recommendations recognize both of these views by enabling departments to use the degree as they see fit. Specifically, in order to allow those departments which wish to develop a more structured and specialized program to do so, the requirements for the B.A. (Special) are more closely linked to the student's being "in residence" than are those for the B.A. (General). The B.A. (Special) is supposed to be a program under departmental direction and supervision, chosen in consultation with a departmental adviser. By requiring ten University of Alberta courses and that normally the final five courses be taken on campus in one year, the Committee seeks to give departments access to students so as to be able to supervise them effectively during the part of their program which is most important for any specialization which they undertake.

Consistent with the idea of a final year in residence in the full sense of the term the Committee further recommends that Evening Credit Program courses and courses credited by special assessment be included among the first five courses of the ten-course requirement, but that they not be accepted as satisfying the requirement that "the final five courses (or equivalents) in the B.A. (Special) program must normally be taken in one academic year in attendance at the University of Alberta campus." The apparent stringency of the residence requirement is reduced by the use of the word "normally" in part three of the recommendation. Regarding deceleration in the final year of the program, the Committee anticipates that the Faculty will retain its current approach, namely that deceleration be permitted for a broad range of reasons, upon application to the Dean.

Yours truly,

Gurston Dacks.

CREDIT BY SPECIAL ASSESSMENT

The ad hoc working committee to formulate a statement of procedures and policies for the implementation of "credit by special assessment," presumably to be considered by the Council of the Faculty of Arts, held a number of meetings to consider the issues involved. Its recommendations, appended below, concern students in the Faculty of Arts. The committee was aware that students in other faculties might wish to apply for credit by special assessment in courses offered by the Faculty of Arts. As for such students, the ad hoc committee felt that they should obtain the permission of the Dean of Arts, as well as of their own faculty, to attempt to obtain a credit, or credits by this means. No course offered by the Faculty of Arts should be open to challenge by a student in another faculty that is not open to a student in the Faculty of Arts and, in general, the Dean of Arts in granting permission to such a student to seek credit by special assessment, except as to number, should be guided by the regulations applicable to students in the Faculty of Arts.

Recommendations

1. Scope of Credit by Special Assessment.
   a. Only students already admitted into a degree program may be considered for credit by special assessment.

   b. A student upon admission to a degree program in the Faculty of Arts may apply for credit by special assessment on the basis of knowledge or skill acquired in a non-university context prior to admission. That non-university context may be periods of work, experience that bears a relation to university courses, or courses completed at institutions not normally accepted for advance credit. Arrangements for such special assessments will be made at the time of admission.

   c. A student who has successfully completed one year of academic work in a degree program in the Faculty of Arts may apply to the Dean for credit by special assessment on the basis of independent study.

   d. The number of courses obtained by special assessment at the time of admission to the Faculty and/or courses obtained by special assessment on the basis of independent study, or on transfer from another school, faculty, college or university shall in total not exceed a number determined by the Faculty of Arts.

   e. For a trial period of two years, only two full courses (or their equivalent) obtained by special assessment may be applied to a degree program in the Faculty of Arts.

The ad hoc committee noted that at the universities of Calgary, Manitoba and Lethbridge, the limit on the number of courses allowed by the equivalent of special assessment is five, or one year. It felt, however, that it wished to recommend a maximum of two full courses (or their equivalent) for a trial period of two years, with records being kept by the Dean of all cases of attempts at credit by special assessment, until all of the ramifications of this new method of obtaining credits become known. At the expiration of the two trial years, it recommends that a new committee review the situation. Additional problems will then arise, if the Faculty decides to extend the number of credits allowed by this method on a degree program, such as to what extent credits by special assessment may be used to meet concentration requirements.

2. Limitations.

   a. A student may seek credit by special assessment only in courses offered by the University of Alberta for degree credit, and for which instructional staff are available for assessment purposes.

   b. Honor and Graduate courses cannot be attempted by special assessment nor, normally, 100 level courses.

   c. Subject to the above (b), departments will determine which, if any, of their course offerings may be attempted by special assessment.

   d. In each case, there must be a reasonable basis for an application for credit by special assessment acceptable to the Dean and to the chairman of the department concerned.

   e. A course with a prerequisite cannot be sought for credit by special assessment unless the student concerned has credit for that prerequisite or the department concerned is prepared to waive the prerequisite.

   f. A course first taken as an "audit" cannot be sought for credit by special assessment, since credit by special assessment is based upon knowledge or skill acquired in a non-university context, or by independent study.

   g. Courses obtained by special assessment will be regarded as credits in University of Alberta courses, but such credits cannot be used to meet residence requirements, where applicable.

   h. Courses obtained by special assessment by students in the Mature Student Program cannot be used for establishing regular student status.

   i. No student may attempt more than once to obtain credit by special assessment in any given course.

j. No student may apply for credit by special assessment in a course already attempted and failed in the regular manner, nor use credit by special assessment to obtain a higher grade in a course already passed.

k. No student may apply for credit by special assessment in a course from which he/she has withdrawn, except when, in the opinion of the Dean, the registration was of such short duration that the attempt still might be considered as one made on the basis of independent study.

l. No student may apply for credit by special assessment while on academic probation or under suspension.

m. No student may apply for credit by special assessment when, in the opinion of the Dean, preparation for the assessment would involve an unreasonable academic load.

n. A student who has obtained credits by special assessment, or its equivalent, while enrolled in another school, faculty, college or university, will be given advance credit in such courses only to the extent that the Faculty of Arts accepts such courses on its degree program.

3. Grading.

a. Assessments of work completed for credit by special assessment must be made by more than one member of the department concerned, and be approved by the department chairman.

b. A course attempted by special assessment will be graded as a pass/fail course, and some formula will be devised to indicate on student transcripts that such credits were obtained by special assessment.

c. A course failed when attempted by special assessment on the basis of independent study will be recorded upon the transcript of the student concerned and computed into his academic record. A course failed when attempted by special assessment on the basis of knowledge or skills acquired in a non-university context will not be recorded upon the transcript of the student concerned but it cannot be attempted again.

d. A course attempted and failed by special assessment will be expunged from a student's record, when this is applicable, if that student subsequently takes and passes the course in the normal manner.

4. Evaluation of Courses Attempted by Special Assessment.

The *ad hoc* committee felt that each department should be free to develop its own procedures for the evaluation of students seeking credit by special assessment. It recommends, however, that all departments should examine applicants in such a way as to reasonably approximate those requirements imposed upon students taking the course in the normal way. It felt that departments should consider the use of the following, to what extent they are thought to be applicable:

1. Oral examinations.
2. Tests of performance.
3. The submission of portfolios of work.
4. Written submissions, such as essays.
5. Written examinations.

All assessment procedures should be established with the approval of the Dean, since he is charged with the maintenance of uniformity of standards within the faculty.

5. The Timing of Assessments.

The *ad hoc* committee recognized that the timing of assessments might cause problems. It was felt that they must take place within dates established by the faculty, which should include, as a minimum, the regularly scheduled examination periods. For incoming students, it was felt that assessments might be scheduled in late August, or early September, a timing that might be used for students attempting a course during the summer months on the basis of independent study. In all cases a reasonable time must elapse between the application for credit by special assessment and the time of the assessment.

6. Fees.

The *ad hoc* committee felt that the assessment of fees for courses attempted by special assessment was not its concern, since fees are a university responsibility. It noted, however, that the University of Calgary charges the same for courses attempted by challenge (the equivalent of special assessment) and, in the opinion of the University of Manitoba (which is just implementing credit by challenge), fees for such courses should be such that any implication of "cheap credit" be avoided.

7. Miscellaneous.

The *ad hoc* committee recommends that, for the effort of evaluating a request for special assessment, a department should be given credit for the appropriate number of student hours for the purpose of deciding budget allocations.

F.D. Blackley
M. Bauer
T. Rolston

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of October 20, 1975

2:00 - 2:30 p.m.

PRESENT: R. G. Baldwin (Chairman), H. B. Barclay, D. Barnet, M. F. Bauer, J. W. Bilsland, R. J. Buck, F. F. Bueckert, R. L. Busch, J. D. W. Crowther, R. J. E. d'Alquen, F. A. de Luna, E. Egert, J. E. Foster, R. Frucht, P. Gallivan, L. C. Green, E. J. H. Greene, H. A. Hargreaves, R. P. Heron, C. W. Hobart, D. C. Johnson, H. J. Jones, W. J. Jones, D. K. Kieren, K. Klawe, G. Kupfer, E. Lechelt, A. M. Mardiros, R. J. Middleditch, C. H. Moore, J. M. Nelson, R. M. Nielsen, H. Pausch, F. C. Pier, T. M. Priestly, F. L. Radford, E. J. Rose, M. Sasonkin, N. R. Seifried, B. J. Silzer, R. C. Smith, R. A. Stangeland, M. J. Travers, F. P. Van De Pitte, M. Waida, E. H. Waugh, T. H. White, R. W. F. Wilcocks, C. R. Wilson, P. A. Robberecht, and J. A. Creore.

1. Minutes of Meeting of September 22, 1975
On a motion by Professor Buck, seconded by Professor Hargreaves, the Minutes were adopted as circulated. [Note: The name of Prof. H. Pausch was subsequently added to the list of those in attendance.]

2. Executive Committee Report: September 19, 1975
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only (Prof. E. C. May, Classics, having been correctly identified as that Department's primary representative on the Honors Committee, ref. item 3.2).]

It was moved by Professor Smith, seconded by Professor Nielsen,

THAT the Executive Report be approved by Council.

Motion carried.

3. Report of the Committee on Academic Standing
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

3.1 Graduands
An addition was made to the list of students recommended for the B.A. (General) degree: Lorraine Saruk.

It was moved by Professor Smith, seconded by Professor Nielsen,

THAT the list of graduands (including one special case, ref. item 1.9 of Rpt.) be approved by Council.

Motion carried.

3.2 Failures
A list of students who failed to meet degree requirements was received for information, this confidential appendix being collected at the end of the meeting.

4. Report of the Honors Committee Summer Executive
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Nielsen, seconded by Professor Buck, THAT the Report be adopted by Council (Council thereby approving the list of Honors Graduands, ref. item 1.1 & 1.2).

Motion carried.

5. Report of the Course and Calendar Change Committee: Addendum to 1976-77 Calendar Material

[The Report having been distributed at the commencement of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Green, seconded by Professor Frucht,

THAT History 391 and History 392 be approved, as set out in the Report of the Course and Calendar Committee.

Motion carried.

6. Report on Council/Committee Memberships

[The Report having been distributed at the commencement of the meeting, a copy is attached to the official Minutes only (the name of Mr. Robert Rieger, Classics, having been struck from the list of student alternates, ref. item 2., Honors Committee).]

It was moved by Professor Monod, seconded by Professor Nielsen,

THAT the Report be approved by Council.

Motion carried.

Note: Faculty legislation stipulates that students elected to Arts Council shall constitute the nominating body for student membership on the standing committees of the Faculty (excepting the Canadian Studies, Honors and Library Committees, where students are drawn from the individual program and/or department). There being no submissions from the student nominating body (deadline: October meeting of Council), these slots will remain vacant for the 1975-76 academic year.

7. Adjournment

By general consent, the meeting was adjourned at 2:30 p.m.

Chairman.

EXECUTIVE COMMITTEE REPORT: Meeting of September 19, 1975

1. Policy on the Naming of Buildings
   Acting on behalf of the Faculty, the Executive endorsed the Report of the Board of Governors Committee to Review Policy on the Naming of Buildings. Among the proposals were the following:

   a. Names attached to certain buildings and hallowed by tradition are "never to be changed."

   b. Large complexes are to be named according to function, prefixed by "The University of Alberta" and suffixed by "Centre."

   c. With the approval of the Board Building Committee upon the recommendation of the Vice-President (Planning and Development), specified rooms or segments of a building and special facilities may be designated and identified by the name of a distinguished person: (a) where an appropriate gift or bequest is made to the University designated for that purpose, or (b) where a Faculty or Department wishes to honour a former member of the faculty who has made a substantial and long-term contribution to the development and status of that Faculty or Department.

   d. The general practice of naming teaching buildings after their functions is to be continued and departed from only under exceptional circumstances (such as for example in naming a single building after, say, a distinguished Professor in the Faculty concerned).

2. Faculty of Medicine Proposals: Admission Prerequisites [GFC Exec. referral]
   The Executive reviewed the Faculty of Medicine's proposed admission prerequisites (ref. attachment), its observations being summarized by Dean Baldwin in a memo dated September 24 addressed to the GFC Secretary:

   > "Acting for Council, Arts Executive has the following comments to make:
   >
   > 1. The new requirements will circumscribe the education of prospective medical students, even in high school, in a fashion that is essentially at variance with the educational philosophy of the Faculty of Arts, but as a Faculty -- where this issue is concerned -- we do not believe that it is for us to attempt to impose our views on others.
   >
   > 2. If the proposals are adopted it will be virtually impossible for an unsuccessful applicant to take a B.A.; indeed, there will be no applications from students enrolled in B.A. programs. We do not, however, see this as an active issue for us because even under existing rules and practices very few of our students are preparing themselves for Medicine: of some 577 applicants this year, only 7 (from Alberta) applied from B.A. programs and only 2 were successful.
   >
   > 3. There remains one question of concern to the Faculty, and it has to do with the limitation on Arts options in the second year. On the one hand, the professional accrediting bodies are apparently calling for an increase in the behavioral

science content of pre-medicine programs and medicine; on the other, the proposal itself excludes Sociology and Anthropology from the list of approved options in the second year and actually requires, in the entire program, only one full-course equivalent in a behavioral science (Psychology). Could we please have the rationale here. There appears to be a degree of arbitrariness involved."

3. Committee/Council Memberships

3.1 Arts Executive Council: Departmental Nominations

History:	H. J. Jones (member) H. P. Liebel-Weckowicz (alternate) D. J. Moss (alternate)
Music:	F. C. Pier (member) M. Sasonkin (member) A. M. Munn (alternate)

3.2 Honors Committee: Departmental Nominations

Classics:	E. C. May (member) R. E. Braun (alternate)
Philosophy:	I. McGilp (member) R. N. Bosley (alternate)

3.3 Library Committee: Departmental Nominations

Art & Design:	M. Kosinski
Classics:	D. Fishwick
Drama:	S. Williams
History:	D. C. Johnson
Religious Studies:	M. Waida
Romance Languages:	M. Kalinowsky

The foregoing nominations were received and confirmed by the Executive on behalf of Council.

3.4 Selection Committee: Chairman, Department of English [reported for information]

The following were elected by departmental ballot:

Members:	R. D. McMaster	Alternates:	J. W. Bilsland
	J. D. W. Crowther		C. Q. Drummond
	P. Gallivan		F. Radford.

4. Student Appeals

4.1 Appeal to take for degree credit a senior-level correspondence course offered by UBC: Irmhild Benger

Mrs. Benger, who was admitted to the Faculty in 1968, has now completed 12 courses toward the B.A. (General) degree. Her husband having been transferred to Powell River, B.C., Mrs. Benger sought permission to take Geophysics/Astronomy 310 by correspondence from UBC (the course being comparable to the U. of A.'s Physical Science 341, which is taken by many Arts students to satisfy the second Science requirement). In light of the domestic situation and her excellent academic record, the Executive was sympathetic to Mrs. Benger's request.

Appeal upheld.

4.2 Appeal to take a 6½ course load in the second year of the B.A. (General) program: Keith Thomas

Having received permission from the Student Program Office to register in a six-course load for the 1975-76 academic session, Mr. Thomas requested that he be allowed to take for degree credit an additional half-course: Music 229. Ensemble (a course offered to non-B.Mus. students on the basis of a satisfactory audition). Mr. Thomas contended that he was capable of handling the extra load. His argument was that, his audition having been rated acceptable, he would in any event play with the concert band for his personal pleasure and, therefore, he should not be denied degree credit for the course.

Appeal upheld.

January 21st, 1975.

Mrs. M.M. Midgley,
Secretary to General
Faculties Council,
2-1C Univ. Hall.

Dear Mrs. Midgley:

Re: Academic Pre-requisites -
Faculty of Medicine.

Enclosed is a copy of the proposed pre-requisites approved by the Council of the Faculty of Medicine on January 9th.

I am requesting approval of these pre-requisites by General Faculties Council in order that the appropriate changes in the calendar might be made.

Initially, these proposed pre-requisites would appear as a recommendation in the calendar with mandatory implementation at a later date allowing time for modification of high school programs for interested students.

The proposed changes will effect both the Faculties of Arts and Science and I have sent copies of this letter together with copies of the proposed pre-requisites to the Dean of each Faculty.

If there is anything further I can do please let me know.

Yours sincerely,

Richard E. Rossall, M.D.
Associate Dean.

Encl.

RER:em

cc: Dean Baldwin
Dean Ross

PROPOSED PREREQUISITES - FACULTY OF MEDICINE

At a meeting on January 9th, 1975, the Council of the Faculty of Medicine approved a report of an ad hoc committee established to determine the prerequisites for entrance into the Medical School at the University of Alberta.

The minimum requirement for Medical School entrance will continue to be a 2-year program of studies at university level. This 2-year program of studies will consist of the following courses:

For the first year:
(1) Chemistry 200 or 250;
(2) English 210;
(3) Biology 296;
(4) Psychology 260;
(5) Mathematics 240, 202 or 203;
(6) A half-year course in Arts or Science, which will be optional.
(7) Physics 202, if the candidate already possesses Physics 30, or Physics 100, if the candidate does not possess Physics 30.

Note: Biology 296, Psychology 260 and the Mathematics courses are half-year courses.

For the second year:
(1) Chemistry 350 or 200;
(2) Zoology 325;
(3) Microbiology 315;
(4) Genetics 351 or alternatively Biology 297 and Genetics 375.
(5) Statistics 241;
(6) Psychology 261.
(7) An Arts option which may be a full year course or 2 half-year courses. This option should be selected from courses given by the Departments of Philosophy, Political Science, Religious Studies, History or Classics.

Note: Zoology 325, Microbiology 315, Biology 297, Genetics 375, Statistics 241 and the two Psychology courses are half-year courses.

Note: If Chemistry 200 is taken in the first year, then the candidate must take Chemistry 350 in the second year. If Chemistry 250 is taken in the first year, then the candidate must take Chemistry 200 in the second year.

The candidate's grade point average which will be considered by the Admissions Committee of the Faculty of Medicine, will be calculated from the grade points achieved on the specified courses. The candidate will be required to have performed adequately in the optional courses but his actual grade point in these optional courses will not be utilized in the calculation of the overall grade point average. In addition to considering applicants who have completed the two pre-medical years as outlined above, the Admissions Committee of the Faculty of Medicine will continue to consider applicants who are already in possession of suitable University degrees including appropriate Honor Science degrees, Doctoral degrees and others.

REPORT OF THE SEPTEMBER 1975 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the degree of Bachelor of Arts (Special) with Distinction

CAMPBELL, Marie Antoinette Ghislaine
O'ROONEY, Madeleine
RITCHIE, Gordon Malcolm
SMITH, Pamela Louise
TAYLOR, Ronald Kurt

1.2 Recommended for the Special Certificate (equivalence of B.A. Special) with Distinction

LEMAY, Margaret Gabrielle

1.3 Recommended for the degree of Bachelor of Arts (General) with Distinction

ANDREAS, Kathleen Elizabeth
CALDWELL, Beryl
DORSEY, Candas Jane
LASKIN, Irving Darryl
LELIEVRE, Denise Joan
REID, Sheila K.

1.4 Recommended for the degree of Bachelor of Arts (Special)

DENOMMEE, Joseph Charles Roger
FJELL, Allan Douglas
GILHAM, Dwayne Milton
GOPAUL, Robert Dhanraj
HASKELL, Judith Marianne
KIRKLAND, Raymond J.
McMILLAN, Dawn Judith
SAMARATUNGA, Darlene Bernice
SILVANIUK, Roxanne Fay
WAITT, William Mathew
YAKIWCHUK, Albert John

1.5 Recommended for the Special Certificate (equivalence of B.A. Special)

BERG, Sylvia Alexa
CHIN, Arthur St. Clair
MORRIS, Judith Ann

1.6 Recommended for the degree of Bachelor of Arts (Canadian Studies)

HOPKYNS, Andrew Paul

1.7 Recommended for the degree of Bachelor of Arts (General Program)

AFFLECK, Douglas Kevin
ARCHER, Victoria Ann
BALFOUR, Francis David
BARREY, Robin Gail
BEDFORD, Susan L.
BELL, Susan Elaine
BERGSTROM, Wendy D.
BLANCHET, Martin Marius
BLENKIN, Johanne
BONNEY, Karen Gail
BOYD, Kathleen Mary
BROUGHTON, Barrie Glen
BROWN, Garnet Howard
BRUNELLE, Joseph A.
BRYANT, Ronald Alvin
BURGESS, William M.
BURROUGHS, Christina
CAMPBELL, Fiona Truste
CHRYSLER, Philip Sheldon
COLEY, Norman David
COOPER, Deena Marie
COSTOUROS, John
CRANE, Barry Noel
CUMMINGS, Robert Wayne
DAWE, Marcelle Anne
DUNFORD, Kendall Wilson
EVANS, Gary Michael
FLORKOWSKI, Peter Chester
FOOTZ, Gerald Michael
FRANK, Gracinda Monteza
FRIESEN, Gail Frances
FRITZE, Bernard H.
FOK, Fatima F. C.
FUNK, Ranold Jacob
GABRIELSON, Brad Monroe
GLENDINNING, Christine Anne
GUERTIN, Earle Joseph
HACKMAN, Judy Gail
HANSEN, Melville David
HEDLUND, Harold Lee
HEITZMAN, Jacqueline
HO, Pui-Sing Basil
HOUSTON, Maureen Evelyn
HOWARD, Charlotte Anne
IZATT, Kathleen Moira
JAMES, Valerie M.
JENSEN, Carl David
JOHANSSON, David R.
JUMAGO, Kathleen R.
KINLEY, Martha Wilma
LAFACE, Alexander Santo
LAFONT, Donna
LAI-NGAN, Lily Lau
LAZIN, Dorte Vibeke
LEEW, Edward Alexander
LORD, Catherine Edith
MACINNIS, Ardyth Rae
MACKAY, Baunita Marian
MAH, John Chew Mean
MAKAR, Peter
MANDERSCHIED, Donald
MARANDER, Alma Elizabeth
MARTEL, Loretta
MCCOY, Timothy Alan
MCROBERTS, Elsie M.
MEIER, Angelina L. M.
MELNYK, Judith Ann
MISKIW, Beverley Anne

Recommended for the degree of Bachelor of Arts (General Program) -(cont'd.)

MITCHELL, Peter Edward
MORRIS, Pauline Olive
MULLER, James Richard
NILSEN, Elizabeth Jane Symington Moreland
MOZICK, Hamita Rose
PASEMKO, Emilia
PENNER, Terry Brian
PERRIER, Beth
PERRY, Valerie Anne
PETER, Elizabeth J.
PICKERING, Gordon Bennett
POELEN, Frances B.
POND, David Rayfield
POROCHIWNYK, Daria Ann
PRICHARD, Doris Ruth
RAJ, Rajendra
RAMSARAN, Merle
RANKIN, Wendy Jo-Ann
REGAN, Joy Sayoko
RIEHL, Marion Ruth
REIMER, Bette Jean
REINHART, Debra Joanne
ROLF, David Charles
SARUK, Lorraine
SAUNDERS, Robert Lewis
SCHOEPP, Mark Leonard
SCHOLER, Teresa Rose
SCHUH, Donald
SCOTT, Debra Lorna

SEATTER, Shirley May
SIMMS, Headley Hartman
SLOBODA, Joseph
SMITH, Andre Joseph Yvon
SPREITER, Donovan Norman
STARRITT, Donald C.
STROMBERG, Roy Frederick
SULLIVAN, Mary Teresa
SUTHERLAND, George Stanley
SWANSON, Barbara Elizabeth
SWINIARSKI, John E.
SYMONS, Elsieanne T.
TAYLOR, Sylvia Lynne
TESAN, Martha Agnes
THAKUR, Maureen Shannon
THIESEN, Edna Luciel Foster
THOMSON, Kenneth George C.
TOROK-BOTH, Kerry Lois Ann
TUSSMAN, Beth Sheva
WALL, Kathleen Margaret
WALROTH, Karen Lynne
WEIR, Alistair Kent
WILKINSON, Janet
WILLIE, Richard Allan
WRIGHT, Wayne Harry
YEARWOOD, Patrick Guy
YERENIUK, Orest Eugene
ZOLLER, Anthony Owen
*See Below

1.8 Recommended for the degree of Bachelor of Music

LEMON, Nigel Hanna
LETOURNEAU, William D.
VAN PRAAG, John Henry
WROBEL, Halina Teresa

*Additions (Exec. 3/12/75): STRATTON, Gordon Bruce
WILLIAMS, Jeanne V. A.

1.9 Special Cases

WALUSHKA, Glen Alan - recommended that he receive his degree in the General Program notwithstanding the fact that he may not continue in the Faculty of Arts. Mr. Walushka was on probation in the 1974/75 session and was also registered for a course in the 1975 Spring Session. He received a grade of '3' in Statistics 255 in the 1974/75 session and thus did not meet the requirements to continue after a repeated year. It is not Faculty policy to require a student to withdraw from a Spring Session course as a result of a failed year in the immediately previous full session because the information is not available until the Spring Session is nearly completed. Mr. Walushka earned a grade of '6' in his Spring Session course which resulted in his meeting the curriculum requirements of the B.A. (General) degree (under Faculty regulations he is entitled to include a grade of '3' in one course provided that it is not in an area of concentration).

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (General)

BISHOP, Archdale Harvey	failed course required to meet absolute matriculation deficiency in a language other than English
TOOLE, Deborah Jean	failed ½ course in second subject of concentration
WHITING, Glenys Nora	failed to meet graduation average

B.A. (Special)

RITZ, Michael Glenn	lacks one full course as a result of failed Special Supplemental.

ARTS FACULTY HONORS COMMITTEE
REPORT OF THE SUMMER EXECUTIVE

1. Graduands: Fall Convocation

1.1 Recommended for the Degree of Bachelor of Arts with First Class Honors

Name	Specialization
TEAL, Gregory Leroy	Anthropology

1.2 Recommended for the Degree of Bachelor of Arts with Honors

Name	Specialization
BERGER, David Irwin	Political Science
BLANCHARD, Jeffrey L. *	Psychology
CAMERON, Wayne Finley	Geography
DAY, Moira Jean	English
PERRY, Duncan James	Anthropology
WILLIS, Gordon Kaye	Geography

2. Student Petitions

2.1 Petition for readmission to the Honors Program: Heather Jo Hammer

In March 1974, having completed five courses in the B.A. (General) program, Miss Hammer was accepted for admission to the Honors program in Political Science. She subsequently withdrew from all but one first-term course in the 1974-75 session. [The withdrawal was evidently for personal reasons, Miss Hammer seeking neither the advice nor the consent of her Honors Adviser.] In June 1975 Miss Hammer sought readmission to Honors, indicating that she wished now to specialize in Sociology. In considering the application, the Summer Executive noted a) that there was no evidence of support for the petition from the Department of Sociology, and b) that in any event Miss Hammer's reentry into Honors was not crucial at this particular point in time. The student could pursue her interest in Sociology by means of registration in either the B.A. (General) or B.A. (Special) program, and, on the strength of a year's performance, could then reapply for admission to Honors.

Petition denied
(with provision for
review, as noted above).

2.2 Petition for admission to the Honors Program on the basis of a reduced course load: Sheila Berry

Mrs. Berry was admitted to the B.A. (General) program in the fall of 1973 as a non-matriculated adult student, and has since completed a total of 7½ courses. Her petition to be admitted to the Honors program in English with a reduced course load was based on the grounds of heavy domestic responsibility: "I have a house to run, plus three daughters aged 10, 9 & 6 to take care of. My husband's business takes him from home for long periods of time, therefore I do not have his help with the family to fall back on during my studies." It being noted that the petition was supported by the Honors Adviser in English, the Summer Executive approved a motion

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*First class Honors (Exec. 3/12/75)

that Mrs. Berry be accepted into the Honors program in English on the basis of a reduced course load of four full-year courses, plus the Honors seminar.

Petition granted.

> Note: Assistant Dean Munro was strongly opposed to the granting of the petition, on the grounds that there was no evidence of what has hitherto been accepted as the basis for hardship. In his view, approval would set a precedent that may cause both administrative and judgmental problems.

2.3 Petition for reentry into the Honors Program, notwithstanding an incomplete GPA for the previous session: E. Connie Cameron

Miss Cameron was enrolled in the Honors program in Romance Languages in the 1970-71 and 1971-72 sessions, achieving first class standing in each of those years. She was then accepted into the Faculty of Medicine and continued in that program for 2½ years (September 1972-December 1974). In January 1975, having decided that she would be far happier in language studies, Miss Cameron transferred to the Faculty of Education ["I had financial problems and...registered in the Faculty of Education, majoring in French, mainly because of the better job prospects when I graduated (in April 1976)."]. Her financial situation having improved, Miss Cameron now wishes to pursue the study of French in more depth and also to pursue her minor (English) more seriously. Accordingly, she petitioned for readmission to the Honors program in Romance Languages, despite the fact that she could not present a GPA for the Fall session of 1974, at which time she was a student intern in the Faculty of Medicine. In considering the petition, the Summer Executive noted the student's excellent academic record to date and the evidence of strong support from the Honors Adviser in Romance Languages.

Petition granted.

20/10/75.

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE

[Addendum to 1976-77 Calendar Material]

The Department of History requested that History 390: Latin America *6 (3-0) be split into two single-term courses without changing the content of the full-session course. There being no other submission before the Committee, a mail ballot was conducted in lieu of a meeting.

The Committee recommends the following single term courses for Council's approval:

> History 392: Modern Latin America *3 (either term, 3-0)
> A survey of Latin American history since 1810.
> Note: Formerly part of History 390.
>
> History 391: Colonial Latin America *3 (either term, 3-0)
> A survey of Latin American history. Note: Formerly part of History 390.

Course to be cancelled: History 390.

E. Reinhold,
Chairman.

October 20, 1975.

FACULTY OF ARTS

COUNCIL/COMMITTEE MEMBERSHIPS

1. Executive Council

A change in the representation from the Department of Economics was received and approved by the Executive on behalf of the Faculty:

Members	Alternate
M. F. Bauer	R. Cirillo
K. Klawe	

2. Honors Committee

The following departmental nominations are submitted for Council's ratification:

Faculty

Department	Member	Alternate
History	H. J. Jones	C. M. Small

Students

Department	Member	Alternate
Anthropology	Rory MacDonald	
Art and Design	Donald Cooper	
Classics	Barrie Corry	
Comparative Literature	Denis Fafard	
Drama	Deborah Spitz	Alice Fiala
English	David Chester	James M. Young
History	David Lupul	Kim Nelson
Philosophy	Anthony Ogg	
Romance Languages	Gigino Pellegrini	
Slavic Languages	Gail Haldane	
Sociology	Hanna Schayer	Gail Hulnick

3. Library Committee

The nomination of a student representative from the Department of Classics is submitted for Council's ratification: Madeleine Bailey.

4. Selection and Review Committees [Election results reported for information]

4.1 Drama: Chairman Selection Committee

Dept. Reps.: Pending election

GFC Rep.: R. A. Davey, Art and Design

Students: A third year undergraduate student was duly elected from within the Department: Gregory Tuck. The second student member is Rachel B. Major (Exec. graduate nominee approved by Council, 26/8/75).

4.2 English: Chairman Selection Committee

Dept. Reps.: Ref. item 3.4, Exec. Rpt. 19/9/75

GFC Rep.: R. M. Nielsen, Classics

Students: A fourth year Honors student was duly elected from within the Department: David Chester. The second student member is Diane Dillenbeck (Exec. graduate nominee approved by Council, 26/8/75).

4.3 English: Chairman Review Committee

Reps. elected by Faculty-wide ballot:
R. E. Baird, Political Science
E. J. H. Greene, Romance Languages
J. Sybesma-Ironside, Art & Design

GFC Rep.: R. G. Martin, Secondary Education

Students (Exec. nominees approved by Council 26/8/75):
Steven Leighton, graduate student, Philosophy
Marianne E. Henn, 4th yr. Honors Germanics

4.4 Philosophy: Chairman Selection Committee

Dept. Reps.: J. King-Farlow
H. Tennessen
M. Van De Pitte

GFC Rep.: L. C. Green, Political Science

Students: A graduate student was duly elected from within the Department: Rockney Jacobsen. The second student member is Nancy Stewart (Exec. undergraduate nominee approved by Council 22/9/75).

4.5 Political Science: Chairman Selection Committee

Dept. Reps.: G. R. Davy
F. C. Engelmann
R. R. Gilsdorf

GFC Rep.: A. M. Mardiros, Philosophy

Students: A graduate student was duly elected from within the Department: B. Best. The second student member is Hugh Thomas (Exec. undergraduate nominee approved by Council 26/8/75).

5. Tenure Committee: Faculty Panel

Elected by Faculty-wide ballot (two-year terms);
R. J. S. Grant, English
K. Klawe, Economics
C. M. Small, History
J. Sybesma-Ironside, Art & Design

Continuing members:
A. L. Bryan, Anthropology
A. B. Crighton, Music
A. M. Mardiros, Philosophy
A. M. Small, Classics.

20/10/75.

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of December 12, 1975

2:00 - 3:00 p.m.

PRESENT: R. G. Baldwin (Chairman), H. B. Barclay, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, F. F. Bueckert, R. L. Busch, J. A. Creore, J. D. W. Crowther, R. J. E. d'Alquen, R. A. Davey, F. A. de Luna, E. Egert, B. L. Evans, L. T. Fitz, J. Freeman, H. A. Hargreaves, R. P. Heron, D. C. Johnson, H. J. Jones, W. J. Jones, D. K. Kieren, E. Lechelt, A. M. Mardiros, J. S. McMaster, R. J. Middleditch, A. M. Munn, S. R. Munro, J. M. Nelson, R. M. Nielsen, H. Pausch, F. C. Pier, T. M. S. Priestly, F. L. Radford, E. Reinhold, P. A. Robberecht, E. J. Rose, P. A. Schouls, R. C. Smith, M. J. Travers, F. P. Van De Pitte, T. H. White, C. R. Wilson.

1. Minutes of Meeting of October 20, 1975
The Minutes were adopted as circulated (two additions having been made to the list of those in attendance: Profs. J. A. Creore & P. A. Robberecht).

2. Executive Committee Report: December 1975
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]
Item 2.5.1 of the Report (Selection Committee for Chairman, Dept. of Art and Design) was removed for separate consideration, the name of the undergraduate student nominee being automatically placed in nomination: Joan E. Greer, 3rd year Romance Languages. It was moved by Professor Munn, seconded by Professor White, THAT nominations cease.

Motion carried.

Item 3.3 (ad hoc Committee on Counselling) was also removed for separate consideration, it being moved by Professor Crowther, seconded by Professor Nielsen,

> THAT Council establish an ad hoc committee to identify for the Faculty the problems in communication interfering with effective counselling for the general student; and to recommend for consideration a Faculty structure designed to overcome them, the size and makeup of the committee to be left to the Executive.

Motion carried.

Special attention was drawn to item 6 (GFC Referral re: First Class Standing), it being noted that approval of the Report would also constitute ratification of the Faculty's current practice of awarding first-class standing in a given year on the basis of a 5-course load, the minimum average being 7.5.

It was moved by Professor Reinhold, seconded by Professor Nielsen,

> THAT the Executive Report of December 1975 be approved by Council.

Motion carried.

3. Proposal to Establish a 4-Year B.A. (Special) with a Concentration in East Asian Studies

[The proposal having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The proposal was introduced by Associate Dean Evans, who reminded members that Council in March 1975 approved in principle the development of an East Asian Studies program. Professor Evans added that the proposal now before Council had the support not only of the East Asian Studies Committee but also that of the Faculty's Curriculum Committee (the EASC having revised its original proposal to take into account some of the recommendations of the latter committee). It was then moved by Professor Evans, seconded by Professor Johnson,

> THAT this Council support the establishment of a 4-year B.A. (Special) with a concentration in East Asian Studies.

It was understood that in approving the motion, Council would also be approving the program details submitted by the EASC, the following supplementary information having been provided.

a. The sample program form was amended by the insertion of a course title under item #1 of the Asian Studies concentration: East Asian Studies Civilization course* (clarification of footnote: *May be...).

b. The minimum requirements of 5 courses in the secondary subject of concentration and 3 courses in the tertiary subject of concentration take into account the Curriculum Committee's recommendation that the program, particularly while there is no home department, should have a firm base in the traditional disciplines.

c. Students in the EAS program will be permitted two free options outside the Faculty (in accord with legislation governing the existing B.A. (Special) program).

d. Certain editorial changes are contemplated insofar as any Calendar statement or descriptive brochure is concerned; e.g. the reference to the "core of the program" will in all probability be changed to read "courses in the principal subject of concentration" (ref. p.3 of proposal).

Motion carried.

It was moved by Professor Evans, seconded by Professor Nielsen,

> THAT concentrations in the Chinese or Japanese language be recognized in the B.A. (General) program.

Motion carried.

4. Curriculum Committee Recommendation re: Courses to Satisfy the Second Science Requirement

Among the recommendations of the Curriculum Committee on the second science requirement which were adopted by Arts Executive Council in March 1975 were the following:

> (i) THAT Arts students be required to take a second natural science course (full-session or equivalent); or a course in the philosophy of logic, epistemology, philosophy of science,

> or history of science; or a course in the social sciences which focuses primarily on scientific methodology;
>
> (ii) THAT, assuming the foregoing recommendation is adopted by Council, the Curriculum Committee--in consultation with departments in the Faculty--be authorized to draw up a list of approved courses, these courses to be so designated in the Calendar.

The Chairman of the Curriculum Committee, Professor J. S. McMaster, reported that "In drawing up this list of approved courses, we have been considering submissions from many departments, including some in the humanities, who suggest courses which might conform to the criteria set down in (i). Our deliberations led us to question the necessity of that limitation in the second category there: 'a course in the social sciences which focuses primarily on scientific methodology,' since we considered it not impossible that a few courses in the humanities or conceivably the fine arts could otherwise meet that criterion (for instance, a course in bibliography and methods of research)." Accordingly, it was moved by Professor McMaster, seconded by Professor Priestly,

> THAT Council approve the deletion of the phrase "in the social sciences" from recommendation (i).

A question having been raised regarding the kinds of courses that had been approved under the enabling legislation, Professor McMaster cited a number of Philosophy courses (e.g. Phil 250. Introduction to Logic, Phil 322. Epistemology, Phil 435. Modal Logic). It was also noted that one humanities course was conditionally approved by the Curriculum Committee (subject to Council's approval of the foregoing resolution): Slavics 403. Introduction to Slavic Linguistics.

Professor McMaster was then asked on what basis the Curriculum Committee determined the acceptability of courses coming under the rubric of "scientific methodology." She replied that it was a question of the focus of the course, i.e. whether the emphasis was on method rather than on content.

In the ensuing debate one member expressed support for the resolution on the grounds that the existing restriction to "courses in the social sciences" was, in principle, wrong. His argument was that the administrative distinction between the social sciences and the humanities in the Faculty was arbitrary, as was the classification of disciplines within those divisions (Philosophy being classified as a social science, whereas "it ought to be a humanity").

Other members contended (1) that the liberalization of the second science had diminished its value (in terms of the original natural science requirement), (2) that a very large percentage of courses within the Faculty were "scientific courses" in the sense of the criterion employed by the Curriculum Committee, (3) that decisions regarding the acceptability of these courses involved arbitrary judgements, and (4) that the removal of the restrictive phrase would "open the floodgates."

Questions were also raised a) whether the Faculty had utterly rejected the notion of doing away entirely with the second science requirement (one argument being that in the 15-course B.A. (General) a 2-course science requirement was somewhat unrealistic), and b) whether the Faculty ought to consider the reestablishment of its previous 2-course natural science requirement.

The poll on the proposed amendment to Council's March 1975 resolution being within one vote of a tie, it was moved by Professor White, seconded by Professor Creore,

> THAT the resolution now before Council be tabled; AND THAT in light of Council's discussion the Curriculum Committee be asked to reassess its recommendations concerning the Faculty's science requirement (including its March 1975 recommendations to Council).

Motion carried.

5. Plight of the Library

Members had before them three resolutions passed by the Council of Department Chairmen and forwarded to the University administration on November 18, these resolutions having been unanimously endorsed by the Faculty's Library Committee on November 24.

1. THAT whereas the price escalation of periodical subscriptions is beyond the financial means of the library's acquisitions fund, and whereas periodical subscriptions have already seriously handicapped other priority areas of the overall University collection, it is urgently requested that the President of the University pursue whatever ways are open to him to obtain emergency funding in order to maintain the quality of the various components of the library collection at a level not less than that of 1974.
2. THAT whereas all books and periodicals have drastically increased in price over the past four years, and whereas some scholarly titles have incurred price increases in the past several years of 300% or more, and whereas the budget of the library has over the past four years become entirely inadequate, it is urgently requested that the President of the University pursue whatever means are open to him to obtain long-range adequate funding to maintain the quality of the entire library collection at a level not less than that of 1974 (or 1975 viewed as including the MacCosham bequest and matching grant).
3. THAT whereas the Senate Report on the Library Acquisitions Fund, September, 1974, concludes that "the University has experienced a significant reduction in its ability to purchase books and other library materials over the past several years" and that "it appears likely that the University library could experience significant damage with observable effects on the teaching and research capacity of this institution"; and whereas this report contains a number of recommendations towards amelioration of the present state of affairs, and whereas it would appear that the report has not yet been acted upon; the Chancellor of the University is urged to use whatever powers he has to ensure that the report is seriously considered and acted upon by the relevant bodies.

It was moved by Professor Nielsen, seconded by Professor Crowther,

THAT these three resolutions be endorsed by Council.

Motion carried
(unanimously).

A fourth resolution was received for information, this resolution having been addressed by the Department Chairmen to the Chairman of the GFC Library Committee and being in the nature of an in-house approach (in contrast to the other resolutions, which were directed to the more general question of University support).

> THAT whereas the library is the laboratory of the Faculty of Arts, which is therefore more seriously damaged by the library's deterioration than other Faculties; and whereas the Humanities and Social Sciences do not have access (in Canada Council support) to research funding from outside sources of the order of magnitude available to Science (NRC) and Medicine (MRC), to help offset the effects of inflation; and whereas both books and periodicals play an essential role not only in research but also in undergraduate and graduate teaching (of which 30% of the University total is provided by the Faculty of Arts); the Chairman of the GFC Library Committee is urgently requested to make every effort to persuade the GFC Library Committee to allot a larger share of the library's acquisition budget to the departments of the Faculty of Arts.

6. Adjournment
By general consent the meeting was adjourned at 3:00 p.m.

Chairman.

EXECUTIVE COMMITTEE REPORT: DECEMBER 1975

1. Fall Graduands [ref. item 3, AEC, 20/10/75]

   Acting on behalf of Council, the Executive approved the addition of two names to the list of students recommended for the B.A. (General) degree: (1) Gordon Bruce Stratton; (2) Jeanne V. A. Williams. A change in the graduation status of one student was also approved, Mr. Jeffrey Blanchard having been recommended for the degree of Bachelor of Arts "with First Class Honors."

2. Council/Committee Memberships

   The Executive submits for information a list of appointments to the Executive Council and various Faculty standing committees, and seeks Council's ratification of the nomination of an undergraduate student to serve on the Selection Committee for a Chairman of the Department of Art and Design. The Executive also reports for Council's information a change in the internal structure of the Faculty's Honors Committee.

   2.1 Curriculum Committee

   N. Bonvalet, Romance Languages (replacing E. Marxheimer, who will be on sabbatical leave commencing January 1976).

   2.2 Executive Council: Departmental Nominations

   Department of English: D. Jackel (replacing R. F. Anderson)
   Department of Germanic Languages: R. Whitinger (alternate).

   2.3 Honors Committee: Departmental Nominations

   2.3.1 Faculty Representatives: Department of Sociology

   C. Caldarola, member; G. Kupfer, alternate.

   2.3.2 Student Representatives

Department	Member	Alternate
Economics	Barry Myrvold	-
Geography	Pat Doyle	-
Political Science	Vernon E. Good	Kenneth J. McFarlane
Psychology	Reg Crawford	Brigitte Stiebritz.

   2.3.3 Creation of Honors Executive

   At its meeting of November 12, 1975, the Honors Committee passed the following resolutions regarding its internal structure.

   A. THAT an Honors Executive Committee be established to hear student petitions, to undertake other routine business, and to do preliminary research and to make recommendations on matters of policy that may be assigned to it by the Honors Committee.

   B. THAT the Executive Committee absorb the work of the former Summer Executive.

   C. THAT the Executive Committee have seven members:

   (a) two *ex officio* members: the Assistant Dean and the Chairperson of the Arts Faculty Honors Committee;

   (b) five members, of which three are staff members (if possible, one from each of the Social Sciences, Humanities, and Fine Arts Divisions) and two students. The tenure of each elected representative is to be one calendar year, the terms of office being staggered as follows: two staff members and one student to be elected at the Fall meeting of Arts Faculty Honors Committee; one staff member and one student to be elected at the Spring meeting of Arts Faculty Honors Committee.

The following were elected to the initial panel:

Faculty
M. L. Marckworth, Linguistics
P. A. Robberecht, Comparative Literature
O. F. G. Sitwell, Geography

Students
D. Chester, English
H. Schayer, Sociology.

2.4 Library Committee: Departmental Nomination
Department of Romance Languages: A. B. Connell.

2.5 Selection Committees for Department Chairmen

2.5.1 Selection Committee for Chairman, Dept. of Art and Design
3 Dept. Reps. (duly elected by the full-time members of the Dept.): J. A. Forbes, J. Freeman, and R. W. Sinclair.

GFC Rep.: J. S. McMaster, Department of English.

2 Students (a graduate, and an undergraduate):
Elected from within the Dept.: Brian Thompson (graduate)
Executive nominee: Joan E. Greer (3rd yr. Honors Romance Languages).

2.5.2 Selection Committee for Chairman, Dept. of Drama
3 Dept. Reps. (duly elected by the full-time members of the Dept.): D. Barnet, J. Dix-Hart, B. Tarver.

Note: The names of the GFC rep. and the two student reps. were recorded on the list of committee memberships submitted to Council on October 20.

3. Referrals arising out of Council's December 1973 Debate of the First Report of the Academic Principles and Aims Committee

3.1 ad hoc Committee on Teaching Assistantships
In its first report, the APAC recommended (and Council agreed) that "the whole programme and philosophy of teaching assistantships be examined by an appropriate committee to ensure high quality of teaching in this Faculty." Accordingly, an ad hoc Committee on Teaching Assistantships was struck, its membership consisting of Professors J. W. Bilsland (chairman), English; K. R. Cunningham, Sociology; B. Harris, Music; D. Haynes, Art & Design; P. A. R. Monod, Romance Languages; and B. M. Smith, History. The study was made, the Committee reporting among its findings that "most departments appear to be satisfied with [their Teaching Assistants] and would like to keep some even if circumstances permitted their replacement with full-time staff" and that "influencing this latter attitude is a general awareness

that the Assistantships are of value to departmental graduate programs."

The Committee recommended (and the Executive concurred) that its position paper be referred to the Department Chairmen, on the grounds (1) that the multiplicity and range of disciplines in the Faculty demand a variety of teaching approaches and that, therefore, no single way of teaching will meet the needs of all departments; and (2) that insofar as a Teaching Assistant is a teaching appointee of a department his assignment is finally the responsibility of his department chairman.

In reporting the completion of the assignment, the Executive wishes to express its appreciation of the efforts of the Committee and to record the fact that the position paper is available for consultation by any member of the Faculty having an interest in GTA's.

3.2 Recommendations about Teaching [ref. APAC Rpt. #1, I.B.3.(c) and "Comments"; I.B.4. and "Comments"; II.C.3]

The Executive reports for Council's information that the APAC's recommendations about teaching have been taken under advisement by the Department Chairmen. For the record it should also be noted that, since the APAC report, a major development has been the adoption by the Faculty's Salaries and Promotions Committee of a comprehensive set of criteria that address themselves in many respects to "the highest possible standards of excellence in teaching" (these criteria having been circulated to all members of staff).

3.3 ad hoc Committee on Counselling

In its first report, the APAC recommended (and Council agreed) that since "a student in this Faculty is regarded, in one sense, as an apprentice in study, it is the responsibility of the Faculty not simply to instruct, but also to advise and counsel." It was likewise resolved that, "especially for the students attempting the B.A. (General) degree, as well as for the students attempting the B.A. (Special) degree, a more extensive advisory or counselling system than exists at present should be established, for aid in course selection, course changing, and for advice in selecting and following programs, both departmental and interdepartmental."

The Executive has explored the question of Faculty counselling with former Dean Smith, the Chairmen of the Faculty, and the Arts Student Program Office and has determined that there is widespread concern in the Faculty that the needs of the general B.A. student for academic advice and information are not being met. The Faculty SPO and Student Counselling perform their own functions well with the resources available, but genuinely accessible academic counselling of a relatively informal sort is not readily available and yet is needed, especially in the case of first-year students.

The Executive therefore recommends THAT Council establish an ad hoc committee to identify for the Faculty the problems in communication interfering with effective counselling for the general student; and to recommend for consideration a Faculty structure designed to overcome them, the size and makeup of the committee to be left to the Executive.

4. Appeal against Denial of Application for Readmission to the Faculty: Name Withheld

The case involved a student who was required to withdraw from the Faculty of Business Administration and Commerce in the spring of 1972 (the student having failed to achieve a passing grade in any one of the seven years spent in that Faculty). The student's July 1972 application for admission to the Faculty of Arts was at first refused. However, in light of a recommendation from the Student Counselling Services, he was ultimately admitted as a probationary student for the 1972-73 Winter Session. For a variety of reasons (which were related to the student's personal problems) the period of probation was extended through the 1973-74 academic session, it having been made explicitly clear to the student that no further concessions would be made. In July 1974, having failed to meet the conditions of probation, the student was informed that he could not continue in the Faculty of Arts, it being understood that a further application for readmission would not be considered unless and until the student had demonstrated his ability to handle a full academic load in another Faculty of this University or another college. The student's 1975 application for readmission to the Faculty having been refused, he appealed that decision on the grounds that he considered himself to be capable of meeting the Faculty's degree requirements.

Having examined the record, the Executive could find no cogent argument for readmission.

Appeal denied.

5. Faculty of Medicine Admission Prerequisites [ref. item 2, Exec. Rpt., 19/9/75]

The Executive reports for Council's information that, partly in response to the submission of Arts Faculty, changes were made in the initial statement of prerequisites for the medical program. One of the changes was the removal of the limitation on Arts options in the second year of the two-year admission program. Instead of specifying a list of approved options from the Social Sciences (that excluded Anthropology and Sociology, for example), the statement was amended to read: "An Arts option which may be a full-year course or two half-year courses."

6. GFC Referral re: First Class Standing

GFC having left the definition of "a full normal academic course load" to Faculties for the purposes of awarding first class standing in a given year (the minimum average being 7.5), the Executive is of the opinion that the current practice will suffice as Faculty policy, namely, that first class standing be based on a 5-course load.

TO: Dean R. G. Baldwin
Dean of Arts

DATE: November 28, 1975

FROM: Juliet McMaster
Chairman, Arts Faculty Curriculum Committee

Dear Dean Baldwin,

The Curriculum Committee has carefully considered the proposal of the Standing Committee on East Asian Studies to establish a Four-Year B.A. (Special) with a concentration in East Asian Studies, and we made some recommendations to the committee which they have taken into account in the revision of their proposal. We expressed our approval of their program as revised in the following motion which we passed in our meeting of November 21, 1975:

> THAT the Curriculum Committee endorse the proposal to establish a 4-year B.A. (Special) with a concentration in East Asian Studies; AND THAT we approve in principle the suggestion that concentrations in the Chinese or Japanese language be recognized in the B.A. (General) program as soon as those language areas have enough courses to constitute a concentration (ref. p. 4 of the EAS proposal).

I enclose a copy of the EAS proposal as revised and approved.

Sincerely,

Juliet McMaster

cc: Professor B. Evans

Proposal to Establish a Four Year B.A. Special with a Concentration in East Asian Studies

Following the recommendations of the ad hoc Committee on East Asian Studies passed by the Council of the Faculty of Arts, and following discussions with the Curriculum Committee of the Faculty of Arts, the Standing Committee on East Asian Studies presents the following proposal to establish a four year B.A. Special with a concentration in East Asian Studies. Through adoption of this proposal, the Faculty of Arts and the University of Alberta will join those many faculties and universities in Canada and throughout the world which treat Asian Studies as a discipline. It is the Committee's fervent hope that this proposal will be instituted prior to the next academic year.

To a large extent the proposal follows the principles of the B.A. Canadian Studies, although it does not intend that the degree be called "B.A. East Asian Studies." It also follows the pattern of the current B.A. Special. In order to demonstrate the conformity of the proposal to the present degree, a revised B.A. Special Program Form is attached showing revisions where necessary.

The program will prepare a student for immediate entry into any of the M.A. programs in Asian Studies throughout North America. If, after the B.A., the student decides not to continue with Asian Studies, he/she will ordinarily need to spend only a year or less as a special student to make up courses in his/her second subject area to revert to graduate work in one of the current disciplines.

The program will be administered by the Standing Committee on East Asian Studies until such time as an Asian Studies Department is established. Students' programs will be supervised by the Chairman of the Committee or his representative.

Requirements: The program has the usual Faculty requirements built in; i.e. a junior English, a junior lab science, a second science, and would not permit more than 7 junior level courses. Students who enter the program and who do not have at least two years of language study (or equivalent) in an East Asian language, must take the necessary language courses. These courses cannot be counted towards the concentration in East Asian Studies, although further courses beyond this level may be so counted.

Subjects of concentration: The program will have a primary, a secondary, and a tertiary subject of concentration. The secondary and tertiary subjects of concentration will be in traditional disciplines, with the secondary concentration being made up of a minimum of five to a maximum of eight courses and the tertiary being made up of a minimum of three to a maximum of five courses. A student may use courses which satisfy primary concentration or language requirements to satisfy second subject or third subject concentration requirements. (This does not differ in any way from the present practice of allowing the junior English or science requirements being used in a dual capacity.)

The primary concentration will be in East Asian Studies, with a requirement of eight courses, no more than three of which can be selected from any one of the "traditional" disciplines. Extra courses will be treated as options. The primary subject of concentration will have only one required course: a full year civilizations survey course covering a broad Asian geographical area. This may be satisfied by any one of the following courses or set of half courses: Anthro 378/379, Hist 280/281, Hist 380, Rel St. 300, or by AS 300, Survey of East Asian Civilizations (yet to be proposed). The remaining courses may be selected from among the following:

Anthr	378	Culture & Society of China	
	379	Culture & Society of Korea	
	380	Culture & Society of Japan	
	487	Readings in Regional Ethnology	
	516	Selected Problems of Modern East Asia	
	540	Conference Course in Regional Ethnology	
	542	Individual Research	
	549	Advanced Readings in Regional Ethnology	
Art	303	Oriental Art	
C Lit	519	Comparative Studies in the Asian & Western Tradition	
Chin	101	Modern Standard Chinese I	If Japanese meets language requirement
	102	" " " II	
	301	Intermediate Chinese Language I	
	302	" " " II	
	321	Early Chinese Literature in Translation	
	322	Modern Chinese Literature in Translation	
Econ	412	Economics of Underdeveloped Countries I	
	413	" " " " II	
Hist	280	Asia to 1500	
	281	Asia from 1500	
	380	East Asia	
	381	Japan	
	383	China	
	480	Topics in East Asian History	
	481	Topics in Early Asian History	
	482	Topics in Modern East Asian History	
	520	East Asian History	
	580	East Asia	
	582	China	
	583	Japan and Korea	
Jap	101	Modern Standard Japanese I	if Chinese meets language requirement
	102	" " " II	
	301	Intermediate Japanese Language I	
	302	" " " II	
	321	Early Japanese Literature in Translation	
	322	Modern Japanese Literature in Translation	

Phil	320	Introduction to Indian & Chinese Philosophy (not currently offered)	
Pol Sci	472	Government & Politics of China	
	500	Conference Course	
Rel St	300	Introduction to the Religions of the East	
	311	Japanese Religions	
	317	Religious Thought of China & Japan	
	318	Japanese Buddhism	
	319	Chinese Buddhism	
	320	Taoism	
	450	Topics in Far Eastern Religions	
	480	Directed Reading in Religious Studies	

While the core of the program will be chosen from the courses above, the following courses will likely be of particular interest to the students as options:

Anth	325	Anthropology & World Problems	
	372	Culture & Society of India	
	403	Culture & Language	
	405	Old World Prehistory I	
	406	" " " II	
	410	Sex & Status in Comparative Perspective	
	413	Social Structure	
	418	Political Anthropology	
	420	Anthropology of Religion	
	426	Anthropological Perspectives in Ethnomusicology	
	433	Ethnographic Semantics	
	537	Seminar in Anthropology of Development	
Econ	323	International Econ	
	334	Economics of Poverty	
	421	International Trade	
Geog	230	Introductory Physical Geography I	preferred courses to meet jr lab science req't
	231	" " " II	
	251	Introduction to Cultural Geography	
	344	Intro to Third World Geography	
	350	Economic Geography	
Hist	584	Southeast Asia	
Int D	368	Economics of World Agriculture	
	393	Political Sociology	
In St	417	Revolution & Political Change	
Ling	201	Intro to Study of Lang I	
	202	" " " " " II	
	305	Practical Phonetics	
	388	Contrastive Ling	
	405	Historical Ling I	
	406	" " II	
	497	Topics in Grammar Analysis I	
	498	" " " " II	
	507	Field Methods	

Phil	348	Political Philosophy
	349	Aesthetics: Philosophy of Art
Pol S	300	Comparative Political Systems
	380	Comparative Politics
	360	International Politics
	376	Problems of Political Development
	456	International Conflict Resolution
	457	Foreign Policy Analysis
	458	Foreign Policy
	460	Nationalism, Socialism & Imperialism
	465	International Relations & World Law
	473	Comparative Politics of West Asia
	474	Comparative Politics of South & South East Asia
Relig	312	Introduction to the Religious Thought of India
	315	Buddhism in India
	316	Pre-Mahayanic Buddhism and the Life of Buddha
	410	Topics in Indian Thought
	452	The Religion of the Madhyamika System
Soc	352	Population, Social & Economic Development

The Committee sincerely hopes that this proposal will receive Faculty approval as early as possible in order that the program may enter smoothly the Faculty's mainstream. The Committee will not propose an Honors program in East Asian Studies. It feels that proposal must wait until a Department of Asian Studies is established and has an opportunity to consider the matter. The Committee also has no plans to request an Asian Studies concentration in the B.A. General program since the very nature of the program is broadly based and it would not be possible to have a "concentration" with only 3 courses. The Committee, however, feels that concentrations in Chinese or Japanese language should be recognized in the General program as soon as those language areas have enough courses to constitute a concentration. Nonetheless the main object of the Committee at this time is to propose that a B.A. Special with concentration in East Asian Studies be instituted prior to the next academic year.

East Asian Studies Committee

B.L. Evans, Chairman
D. Bai
C. Caldarola
H. Cummins
J.A. Forbes
H.J. Jones
S.R. Munro
M. Waida
D.E. Young

Faculty of Arts

B.A. SPECIAL PROGRAM FORM

Name
Address

B.A. Curriculum	Has Credit in
FIRST YEAR:	
English 200 (or equivalent)	
Arts course	
Approved Junior Lab. Science	
Option	
Option	
SECOND YEAR:	
Arts course	
Science course	
Option	
Option	
Option	
THIRD YEAR:	
Arts course	
Option	
Option	
Option	
Option	
FOURTH YEAR:	
Arts course	
Option	
Option	
Option	
Option	

ENGLISH 200 (or equivalent) ____

ASIAN STUDIES: 8 courses required. A maximum of 3 full courses from any one department is permitted. *May be met by AS 300, (2 of) Anth 378/379/380, Hist 280/281 or 380 Rel St 300

1. *EAS Civilization Cour
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

LANGUAGE: The language requirement must be satisfied by the completion of the 301/302 Asian language sequence or its equivalent. These courses and their prerequisites may not be counted toward the Asian Studies concentration. Additional Asian language courses may count.

1. ____
2. ____

waived ____

SECOND SUBJECT OF CONCENTRATION

Minimum 5
Maximum 8

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

THIRD SUBJECT OF CONCENTRATION

Minimum 3
Maximum 5

1. ____
2. ____
3. ____
4. ____
5. ____

SCIENCE COURSES
2 required, one an approved jr lab.

1. ____
2. ____

Student's Signature ____

Committee Signature ____

Dean's Signature ____

Proposed Registration

1. ____
2. ____
3. ____
4. ____
5. ____

JUNIOR COURSES
You have credit in ____ of the seven junior courses permitted in the program.

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of February 2, 1976

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, H. B. Barclay, D. Barnet, R. Beck, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, M. P. Browne, F. F. Bueckert, J. A. Creore, J. D. W. Crowther, H. W. Cummins, J. D. Dale, R. J. E. d'Alquen, R. A. Davey, F. A. de Luna, E. Egert, B. L. Evans, J. Freeman, R. Frucht, P. Gallivan, L. C. Green, E. J. H. Greene, H. A. Hargreaves, R. P. Heron, D. Jackel, D. C. Johnson, H. J. Jones, W. J. Jones, K. Klawe, G. Kupfer, E. Lechelt, J. S. McMaster, R. J. Middleditch, P. A. R. Monod, S. R. Munro, J. M. Nelson, R. M. Nielsen, D. V. Parker, C. T. Peacocke, F. C. Pier, T. M. Priestly, F. L. Radford, E. Reinhold, P. A. Rolland, E. J. Rose, M. Sasonkin, P. A. Schouls, R. C. Smith, R. A. Stangeland, F. P. Van De Pitte, E. Waugh, T. White, R. W. F. Wilcocks, B. W. Wilkinson, C. R. Wilson.

1. Approval of the Agenda

1.1 Agenda Addition

A second Executive Report was added to the agenda (report dated January 30, 1976).

1.2 Limitation on the Period of Debate: Proficiency in English

On a motion by Professor Smith, seconded by Professor Bilsland, Council approved a recommendation from the Executive that debate on the Forrest and Johnson Reports cease at 3:30 p.m., to permit discussion of The King's College proposal. It was understood that when the Forrest Report was reached on the agenda the Executive's recommendation would be that, in view of the complexity and comprehensiveness of that Report, it be received by Council at this time and that Council authorize the Executive Committee through the Dean to begin the process of testing the recommendations on the various jurisdictions touched on by the Report (with the intention of providing a meaningful context for Council's later discussion).

2. Minutes of the Meeting of December 12, 1975: Correction to Item 4

[Curriculum Committee Recommendations re: Courses to Satisfy the Second Science Requirement]

The statement that two humanities courses (Religious Studies 462 and Slavics 403) were conditionally approved by the Curriculum Committee was in error. Religious Studies 462 was in fact approved by that Committee under authority from Council, not conditionally but absolutely. The sentence in question (p.3, mid-page) was therefore amended to read that one course was given conditional approval, namely Slavics 403.

On a motion by Professor Nielsen, seconded by Professor Hargreaves, the Minutes were adopted, as amended.

3. Executive Committee Reports

[The Reports having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

3.1 Executive Report of January 21, 1976

Special attention was drawn to Item 4, it being noted that in approving the Report Council would be accepting the Curriculum Committee's recommendations re: general interest courses.

It was moved by Professor Nielsen, seconded by Professor Egert,

> THAT the Executive Committee Report of January 21 be approved by Council.

Motion carried.

3.2 Executive Report of January 30, 1976

Special attention was drawn to Item 2 (Faculty Deadlines for Submission of Calendar Material) and Item 3 (Revision of 42.2(5): Classification of Courses under the headings "Fine Arts, Humanities, Social Sciences, and Natural Sciences"). The assumption was that there will be need for a further revision of the Calendar when the classifications have been rationalized.

It was moved by Professor Schouls, seconded by Professor Nielsen,

> THAT the Executive Committee Report of January 30 be approved by Council.

Motion carried.

4. Reports on Proficiency in English

[The two reports having been distributed to Council in advance of the meeting, copies are attached to the official Minutes only.]

4.1 Johnson Report

It was moved by Professor Johnson, seconded by Professor W. J. Jones,

> THAT consideration of the Johnson Report be tabled until after the Forrest Report has been received.

Motion carried.

4.2 Forrest Report

On introducing this agenda item, Dean Baldwin reminded members that the Forrest Report was commissioned by Council in the following terms: that a liaison committee be established "in order to consider what concrete steps might be taken to improve the competence of high school graduates in the area of proficiency in written and oral communication in English." Council was also reminded of the procedures proposed by the Executive for receiving and acting upon the recommendations contained in the Report (ref. item 1.2 above).

It was then moved by Professor Parker, seconded by Professor Munro,

> THAT the Executive Council of Arts Faculty receive the Report of the ad hoc Advisory Committee on Liaison: Proficiency in English.

Speaking on behalf of the Committee, Professor Parker said that the opportunity to work with outside agencies was, as noted in the Report, "immensely profitable in enabling us to identify problems and ponder solutions." Professor Parker added that the Committee was very much aware of the complexity of the problem. Moreover, it recognized that implementation of many of the recommendations contained in the Report would be dependent upon the co-operation of the community outside the University, and that the results, if realized, would be beneficial mainly in the long term. Members of the Committee wished, however, to emphasize that other of their proposals could have a more immediate effect and could be instituted now on this campus.

In the general discussion which followed, it was recommended that before inviting outside agencies to comment on the recommendations, there be substantive consideration of the Report by Council. However, given its size and scope, there was general agreement that the Report would be difficult to grapple with in its present form. It was therefore recommended that some body--such as, for example, the Executive--be charged with analyzing the Report and reorganizing the material to facilitate Council's discussion. As general guidelines for the analysis it was suggested (a) that there be a separation of the recommendations on the basis of their short term and long term implications; (b) that some attempt be made to analyze the financial implications, at least in terms of a separation of low cost and high cost solutions; (c) that there be a further delineation in terms of priorities. In the latter case, several members cited the importance of recommendation #34 in the Report, it being noted that not only is it "the responsibility of all members of the Faculty of Arts to encourage the practice, exercise and continued development of the students' ability to write," but that in all Faculties there is a need to accept responsibility for the improvement of writing skills.

The time limit for the debate having expired, the original motion was amended as follows:

> THAT the Executive Council of Arts Faculty receive the Report of the ad hoc Advisory Committee on Liaison: Proficiency in English, with the understanding that the Report will be brought back to the next meeting of Council, the Executive having in the meantime analyzed and restructured it in light of today's discussion.

Motion, as amended, carried.

5. The King's College Proposed Terms for Affiliation

[Note: Dr. Sidney DeWaal, Director of College Development for The King's College, was present for the discussion of this agenda item.]

Council's discussion was summarized by Dean Baldwin in a letter dated February 5, 1976 addressed to Mr. W. A. D. Burns, Executive Secretary of the Articulation Committee:

> "In accord with the December request of the Affiliation Committee, the Council of the Faculty of Arts considered at a meeting on February 2 the proposal for affiliation put forward by the Christian College Association ('The King's College'). Members were supplied with the following documents: (a) extracts of key passages from the proposal of August 14 and addendum of October 9, 1975; (b) relevant minute of the Articulation Committee meeting of October 14; (c) two 'letters of clarification' by the sponsors, November 19; (d) informal submissions by 9 of the departments most concerned in Arts and Science.
>
> The Executive Committee of the Faculty, in preparation for the

debate, recommended to Council that it address itself, first, to what it perceived to be the central issue -- whether Arts was prepared to support the establishment of an affiliated college that would offer courses with an avowed and defined bias. During the debate itself, the issue was reformulated in order to bring it more precisely into accord with the legal technicalities of the situation: under the law any group can request incorporation as a private institution, and it can avow whatever principles it sees fit. The interests of the University are presumably therefore limited to the question of whether or not the courses given by such an institution (assuming that it has been licensed) are likely to be acceptable on transfer. Strictly speaking, then, our Council was being asked to decide whether it would, if the occasion arose, willingly approve credit on transfer for courses conceived and designed in accord with and as vehicles for a particular and defined set of principles extraneous to the academic disciplines themselves. Council believed that The King's College proposal invited this sort of discussion by virtue of its commitment to a specified approach with established presuppositions that would 'influence the positing of hypotheses, the methodology to be applied and even the outcome of the investigation' (p.10, 'Note'), these presuppositions being identified as a 'Statement of Principles' under the general heading 'Curriculum' (on page 7).

With a two-thirds majority, Council resolved that, given the principles to be applied in the projected courses, the Faculty of Arts should not and cannot support the proposal advanced by The King's College."

6. Adjournment
On a motion by Professor Frucht, seconded by Professor Sasonkin, the meeting was adjourned at 5:00 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: January 21, 1976

1. Student Appeal: Faye Cohen

   Ms. Cohen, who is now in the third year of the B.F.A. program (Drama: Specialization in Acting), submitted a change of registration form in which she proposed to drop English 355 and take Drama 385 as an approved Arts and Science option. The issue raised by her request was the interpretation of section 43.25.2-3 of the Calendar, the Student Program Office having understood that in the B.F.A. (Drama) program "an approved Arts or Science option" would be a non-drama course. The Drama Chairman, on the other hand, stated that when the option was introduced into the third year of the Acting Specialization (1974), the Department's intent was that it be an open option (that is to say, "an approved Arts or Science option" included the possibility of the student's choosing a course in Drama). The Executive was prepared to deal with Ms. Cohen's case on an ad hoc basis, it being noted that she is a good student and that her petition is fully supported by the Drama Department.

   Appeal upheld.

   Note: The Executive will ask the Curriculum Committee to comment on the broader issue arising out of Ms. Cohen's appeal: whether or not it is academically desirable to permit the possibility in the professional program in Drama of even heavier concentration on drama than at present.

2. Report on B.A. (Special): Concentration in East Asian Studies
   [ref. item 3, AEC, 12/12/75]

   Council having approved the creation of a B.A. (Special) concentration in East Asian Studies and, secondarily, concentrations in the Chinese or Japanese language in the B.A. (General) program, these have now been cleared for implementation. An appropriate Calendar statement is being readied, and the East Asian Studies Committee intends to summarize the essential points of the program in a brochure for use in the schools and colleges and universities. In addition, the Vice-President (Academic) has given advance notice to the Department of Advanced Education of the Faculty's intention to propose an Asian Studies Department (the precise nature of the department being still under study by the East Asian Committee).

3. Request for Retroactive Approval of New Course: French Canadian 499. Directed Reading

   The Executive approved on behalf of Council a request from the Department of Romance Languages that it be permitted to offer this course in the second term of the 1975-76 session (the course having initially been approved by Council for 1976-77, ref. item 4, AFC, 26/8/75).

4. Curriculum Committee Report re: General Interest Courses

   4.1 Needs of Generalist Student: Academic Principles and Aims Committee

   In its second report--which dealt in part with the "service" function of the Faculty--the APAC recommended that the Faculty ensure that there be "an adequate number of courses offered by departments accessible to the generalist" and that "such open courses be adjusted in such a way that they are self-contained, and not exclusively designed to require follow-up courses." The Curriculum Committee, having been asked by the Executive to examine the nature of the Faculty's present offerings in light of that recommendation, concluded that "the Faculty's generalist offerings are, by and large, adequate." The Curriculum Committee reported that three obvious patterns emerged from its survey. "The Departments of Economics, English, History, Philosophy, Political Science, Religious Studies and Sociology reflect the first pattern, which is one of offering an ample number of senior-level generalist courses. The second pattern (Art and Design, Drama and Music) is one of a limited set of generalist offerings, justified by the professional nature of the department. The third and similar case is that of the foreign language departments, which necessarily offer few open senior-level courses because of the need for previous language instruction." The Committee noted also that "the 'consent of department' alternative for students who have not taken specific prerequisite courses operates to make the offerings of a number of departments substantially more accessible than they might appear on paper to be." [Note: A summary of the Faculty's generalist offerings--identified by the Curriculum Committee in consultation with the Department Chairmen--is appended to the Executive Report.]

4.2 Issues Arising Out of English Submission, 1973 [ref. item 6.3, AFC, 27/8/73; item 6, AEC, 17/9/73].
In accord with instructions from Council, the Executive on October 5, 1973 referred to the Faculty's Curriculum Committee and the Academic Principles and Aims Committee the issue of general interest courses of the type submitted by the Department of English to the Course and Calendar Change Committee in the summer of 1973. [Note: The issue was not the courses themselves but the fact that they were to be placed in a separate category and restricted in their applicability to an area of concentration.] The APAC having subsequently been retired, the matter was pursued independently by the Curriculum Committee which has now reported as follows.

> "The members of the Curriculum Committee decided that the proposed institution of specially designated general interest courses is not pedagogically defensible. It was felt that establishing a separate category of courses only one of which could be applied to satisfy concentration requirements would inevitably produce the impression that the courses are second-rate. Moreover, the proposal, if implemented, would create impossible problems of deciding which courses are general interest courses and which are not. As one committee member noted, the proposed courses closely resemble courses already being offered. If the two kinds of courses cannot be differentiated in terms of subject matter -- and we feel that they cannot -- they should not be differentiated administratively."

The Executive concurs with the Curriculum Committee in its recommendation against the institution of general interest courses along the lines proposed in the submission from English.

5. ad hoc Committee on Counselling [ref. item 2, AEC, 12/12/75] Council on December 12, 1975 authorized the establishment of an ad hoc committee to identify for the Faculty the problems in communication interfering with effective counselling for the general student; and to recommend for consideration a Faculty structure designed to overcome them. The size and makeup of the committee having been left to the Executive, the following were appointed:

J. A. MacIntyre, English (Chairman)
K. R. Cunningham, Sociology
D. H. Haynes, Art and Design
J. K. Panteluk, Romance Languages
R. A. Pendergast, Economics
V. A. Stobee, Student Program Office
plus one to be nominated from Student Counselling Services

December 1975

"Generalist" Courses Offered in the Faculty of Arts

The following senior-level courses should be of particular interest to "generalist" students in that these courses do not have prerequisites, are relatively self-contained in terms of their subject matter and are not exclusively directed to future specialized study:

ANTHROPOLOGY

403, 427 and 428

ART AND DESIGN

301, 302, 303, 304, and 401

CLASSICS

All 300-level Classics courses

COMPARATIVE LITERATURE

None - all courses have prerequisites

DRAMA

375, and 403

ECONOMICS

306, 307, 312, 316, 317

ENGLISH

All 300-level English courses. Students enrolling in these must have satisfied the one full-year 200-level course requirement of the Faculty.

GERMANIC LANGUAGES

German 211, and 320
Scandinavian 340 and 350

HISTORY

Almost all 300-level courses

MUSIC

None

PHILOSOPHY

320, 326, 349, 350, 351, 352, 353, 354, 355, 357, 361, 364, 365, 367, 370

POLITICAL SCIENCE

All 300 and 400-level courses, with the exception of 342, 376, 410, 411, 421, 427, 428, 435, 450, 452, 461, and 464

RELIGIOUS STUDIES

All, except Religion 362, and 432

ROMANCE LANGUAGES

R. Ling. 397, and Italian 350

SLAVIC LANGUAGES

Russian - 320, 321, and 323
Ukrainian - 320

SOCIOLOGY

301, 311, 313, 320, 322, 323, 324, 325, 352, 364, 375, 377, and 403

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: January 30, 1976

1. Student Appeals for a Change in Course Registration from "Audit" to "Credit" after the Established Deadline of September 22

1.1 Cecile Szaszkiewicz

In March 1974, having satisfied the requirements for the B.Ed. degree, Ms. Szaszkiewicz was admitted to the B.F.A. program in Art and Design as a transfer student (at which time she was granted advance credits for 7 Arts courses taken during her enrolment in Education). In the fall of 1975 Ms. Szaszkiewicz registered in the courses required to complete the third year of her B.F.A. and, having by then taken all the art history required in the program, she elected to audit Art 401 for her own enrichment (the instructor permitting her to do all the assignments and participate on the same basis as the other students in the course). In January 1976 Ms. Szaszkiewicz applied for a teaching position and discovered that she was one course short of the two-year qualification after the B.Ed. degree (the significance of the one course being a full year added qualification in terms of salary). In these circumstances she sought credit status for Art 401, her request being supported by the Department of Art and Design.

1.2 Donald Bruce Stanton

Mr. Stanton received his B.A. (General) degree in May 1973. In the fall of 1975 he enrolled in the one-year B.A. (Special) certificate program, his ultimate aim being admission to the Faculty of Law. Having planned initially to take Pol. Sc. 465 for degree credit, Mr. Stanton decided instead to register in a full-year 300-level course in another discipline. He did, however, arrange to audit Pol. Sc. 465 (Political Science being his major area of concentration). In January 1976, having recently withdrawn from the 300-level course, Mr. Stanton sought credit status for Pol. Sc. 465, his request being supported by the Department of Political Science.

In the Executive's view, there was a fundamental difference between the two appeals. Ms. Szaszkiewicz was performing satisfactorily in her registered program and was seeking retroactive credit status for a course additional to the degree. Mr. Stanton, on the other hand, had recently withdrawn from a course in which he was experiencing problems and was therefore seeking retroactive credit status for Pol. Sc. 465 in order to meet the requirements for the B.A. (Special) certificate. In effect his request was to make a course substitution some months after the deadline that governs Arts students, or, from another point of view, to have a six-course program approved retroactively.

Ms. Szaszkiewicz's appeal was upheld.

Mr. Stanton's appeal was denied.

2. Faculty Deadlines for Submission of Calendar Material

The Executive received and approved a recommendation from the Course and Calendar Change Committee that the preferred deadline for submission of Calendar material be changed from May 1 to April 15, and that the final deadline be changed from August 1 to July 1. The new deadlines will facilitate the preparation of the Committee's mid-May and August reports to Council.

3. Revision of 42.2(5): Classification of Courses under the headings "Fine Arts, Humanities, Social Sciences, and Natural Sciences"
Responding to a request for analysis of the administrative classification of divisions within the Faculty, the Executive observed that the course listings in section 42.2(5) serve no particular information function in the Calendar, other than the specification of courses accepted to meet the Faculty's science requirement. (The Honors regulations specify that "a student is not permitted to confine his studies to one discipline; however, the student's course selection is made under the supervision of his or her Honors adviser.") Acting on behalf of Council, the Executive resolved that the first three classifications be struck from section 42.2(5) of the 1976-77 Calendar (if at all possible, given the printer's deadline). It was also resolved that under the classification of courses accepted to meet the second science requirement, there be a complete listing of all the courses approved to date.

4. ad hoc Committee on Student Counselling [ref. item 5, Exec. Rpt. 21/1/76]
Dr. Roger A. Davis having been nominated by the Student Counselling Service, his appointment was approved by the Executive. The Committee is therefore at full strength.

See March 1976 Revision

Report of the Faculty of Arts
ad hoc Committee on Proficiency in English

In the Fall of 1974 the APAC report recommended "that there be a proficiency examination on entrance to the Faculty wherein students would be classified according to their degrees of proficiency in written expression." Council rejected the recommendation in favour of gathering further information. The *ad hoc* Committee on Proficiency in English was formed and asked "to gather whatever data it sees fit relative to the proficiency of students in the Faculty of Arts in the use of English."

After preliminary discussions and soundings of opinion, the Committee decided to analyze the results of the Cooperative English Tests (a diagnostic examination devised and regulated by the Educational Testing Service of Princeton). The examinations were administered to 971 Freshman students enrolled in English courses. The most important result from the Committee's point of view was that with regard to expression U. of A. students perform very close to the published norm (published norm 159.4 - U. of A. 158.7). The test is administered in a wide range of institutions including the most prestigious and well-known American universities. However, the large majority comprise vocational, denominational, and community colleges with open admission policies. The Committee felt that the standards of the University of Alberta ought to be higher than those of many of the institutions that contributed towards the American norm. In short, the results indicate that our students should be doing better. (More extensive information is included in the attached report.)

The Committee then prepared a questionnaire in order to determine if members of the Faculty of Arts felt a problem existed. While the results below are expressed in quantitative terms, it must be remembered that most questions called for a qualitative judgement. Thus the numbers provide an indication of opinion rather than precise measurement.

Sample N = 162, total.

1. Anthropology 10, Art & Design 5, Classics 6, Comparative Literature 1, Drama 3, Economics 10, English 31, Germanic Languages 4, History 20, Music 1, Philosophy 12, Political Science 13, Psychology 9, Religious Studies 3, Romance Languages 5, Slavic Languages 6, Sociology 23.
2. Assistant Professors 50, Associate Professors 52, Full Professors 37 (a 40% response from full-time staff), Sessional Lecturers 23.
3. Mean years in Canadian University = 8.03.

Junior Level Courses

1. Is there a lack of proficiency in writing English among students in your junior-level courses? 88% of 136 respondents answered yes. This does not systematically vary with type of examination or written assignments. There is a tendency for those who correct and evaluate writing to be more critical (93% vs. 75%).
2. What proportion of your students do you judge to be deficient in general writing ability? The mean estimated percentage was 50%.

3. What proportion of your students do you judge to be deficient in specific skills?

Grammar and Syntax	45%
Vocabulary	43.5%
Organization	56%.

Senior Level Courses

1. Is there a lack of proficiency in writing English among students in your senior-level courses? 78% of 128 respondents answered yes.

2. What proportion of your students do you judge to be deficient in general writing ability? The mean estimated percentage was 36%.

3. What proportion of your students do you judge to be deficient in specific skills?

Grammar and Syntax	33%
Vocabulary	30%
Organization	41%.

General Questions

1. If you have been teaching at the University of Alberta for five years or more have you noticed:

a) a decline in writing ability	40% of 111 respondents
b) no change in writing ability	53% of 111 respondents
c) an improvement in writing ability	7% of 111 respondents.

2. Given present standards, what proportion of the students completing their present B.A. program have inadequate writing skills? The mean estimated percentage was 42% (109 respondents).

3. What proportion of the students who are now in B.A. programs and who are continuing on to advanced academic work have inadequate writing skills for their plans? 31.5% (107 respondents).

4. Would you send students with inadequate writing skills for remedial instruction? 90% of 129 respondents said yes.

The results as a whole, and specifically the finding that 50% of our junior-level students were judged by staff to be deficient in general writing ability, indicate that a problem does exist. Further, the decline in writing ability noted by 40% of the respondents parallels studies conducted in the United States and the University of British Columbia.

The degree of concern on the part of staff is reflected in the voluntary comments made by 62% of the respondents. While there was a wide variety of suggestions, 46% of those commenting specifically mentioned the necessity of a first year examination and a "required" course in writing. (Programs at U.B.C., Waterloo & California were cited.) Only 5% opposed an examination or remedial course. 21% of the comments criticized the secondary schools while several people argued that the university should not be expected to perform the function of the high schools. It was not the function of the Committee to find solutions, simply to determine if a problem exists. We have concluded that it does. We recommend that a committee be formed to seek ways of improving our students' proficiency in writing English.

Respectfully submitted,

D. C. Johnson
D. Kuiken
R. J. Merrett
M. Whitaker.

January 1976

APPENDIX.

Information concerning the Diagnostic Examinations administered to 971 Freshman Students,

September 23-27, 1974, compiled for the Arts Faculty Ad Hoc Committee on Proficiency in English by R.J. Merrett

The examinations that were administered to the Freshman students are called Cooperative English Tests. They are devised and regulated by Educational Testing Services of Princeton. These tests have existed under the same rubric since 1960. They have been used by over five hundred institutions in the U.S.A. to test the literacy of entering Freshman students. There is a considerable variability in the status of the institutions which administer the tests to Freshman students. Some of the institutions include the most prestigious and well-known American universities, and some, indeed the large majority, comprise vocational, denominational, and community colleges. The norms that E.T.S. publishes are based on a very various student population. This has considerable bearing on the way in which the scores of U of A students should be read.

The Cooperative English Tests consist of examinations in Comprehension and in Expression. The Comprehension Test has two sections: the first is entitled Vocabulary and the second Reading. The first section tests recognition of synonyms. The second presents passages that are varied in style and content; the items range from questions of fact to others requiring interpretation and sensitivity to the author's intentions. The Expression Test also has two sections: the first is entitled Effectiveness and the second Mechanics. The Effectiveness section tests ability to recognize and select a word or phrase which precisely conveys the intended meaning of a sentence. The Mechanics section measures ability to recognize errors in usage, spelling, punctuation, etc.

The results of the Diagnostic Examinations show that: --

(a) there is no remarkable difference in the literacy of Freshman students in the various Freshman English courses. It is not true that students in English 200 are more literate than students in English 210, for example. It is not true either that the literacy of students choosing full courses is better than that of students registering in term courses.

(b) from the point of view of comprehension U of A students perform slightly above the published norms.

(c) from the point of view of expression U of A students perform very close to the published norms.

(d) the examination results do not show that the literacy rate of Arts students is necessarily higher than that of students from other faculties.

(e) from an analysis of the results of the Expression Test it is possible to detect that the major areas of weakness among Freshman students comprise grammar and syntax.

(f) from an analysis of the overall results it is possible to say that, in relation to the upper and lower quartile norms published by E.T.S., there are few very poor performers in expression and comprehension and that there are very few excellent performers among the U of A student population.

(g) from an analysis of the overall results it is possible to assert that the U of A students are too close to the American norms. When it is remembered that the tests have been given to a wide range of institutions in the U.S.A. and that the standards of the U of A might be expected to be higher than those of many of the institutions that have contributed towards the American norms, it might be felt that our students should be doing better.

(h) from a correlation of scores in the tests with the grade points earned in the first essay and in the mid-term tests in Freshman English courses it is possible to see that there is a much greater correlation between expression scores and Freshman course grades than between comprehension scores and course grades. It is also possible to see that the tests have as great a predictive value as the grades in the first essay. (This last result was concluded on the basis of a correlation between test scores and grades in the first essay, in the mid-term test, and in the course as anticipated by the instructors at the end of January 1975.)

Faculty of Arts

Report of the ad hoc Advisory Committee on Liaison: Proficiency in English

Since submitting an interim report to the Executive Committee in the Spring of 1975, and receiving an extended mandate, the Committee has held further meetings with representatives of the Faculty of Education, the Department of Education, the Alberta School Trustees' Association, the Alberta Teachers' Association, the Alberta Vocational Centre and teachers from the Edmonton Public and Separate Schools. All these meetings have been conducted in an atmosphere of good will and cooperation: we have discovered on all sides a readiness to concede deficiencies where they demonstrably exist, and to consider appropriate remedies; and we feel moved to congratulate the Executive Committee on its wisdom in insisting upon the closest liaison with the various interested parties, for that desired approach has, we believe, proved immensely profitable in enabling us to identify problems and ponder solutions, while engaging in friendly dialogue with the persons most intimately involved. Everywhere we have found keen interest in our deliberations, an enthusiasm only enhanced by an awareness that the subject has in recent months become one of the most compelling topics of academic debate, particularly in North America, so that the time seems altogether ripe for a statement on the position locally and for suggestions about how that situation might be ameliorated.

As the Executive Committee already knows, we have from the start refused to participate in polemical debate about "whether the quality of preparedness in English has improved or has declined," that issue being more properly the investigation of another *ad hoc* committee of the Faculty. Whatever our own inclinations, we have preferred instead to assume that there is "obviously room for improvement, since no programme, humanly conceived, can be perfect"; and it is on this premise that we have conducted our inquiries and formed our conclusions. Throughout, we have likewise maintained that the focus of our attention should be on the school system, since it is in the early years that the basic skills in writing are, or should be, taught. This does not mean that we have turned a blind eye to the immediate predicament of students who arrive at university deficient in these skills: on the contrary, their plight has ever been in the forefront of our sympathetic consideration; it implies rather that we have taken a stand against treating symptoms rather than causes, by ruling out the easy nostrum, so frequently and tantalizingly proffered, of throwing out the current Freshman English curriculum and substituting a remedial-writing programme. In our opinion, such a radical undertaking could be countenanced, only if there were a concomitant commitment to increase the length of certain undergraduate degree programmes from three years to four, and then, only if there were a willingness to redefine the whole nature of undergraduate education. As matters stand, we are convinced that the institution on a permanent basis of a massive programme of remedial writing at the Freshman level would be quite wrong, an abrogation of our duty to perform university work: attempting as it must the task of the schools, such a scheme would require the misallocation of university funds; at worst, it could lead to the deterioration of English study throughout the school-course, or at best, provide no incentive for schools to improve their own results; with the limited time allotted to it, it could not adequately repair the damage of years; above all, it might well deny many, who can indeed write acceptably, the chance for contact, however, brief, with some of the great literary productions of the human mind. Believing that the most facile answer is thus also the most illusory, we have looked far beyond to seek solutions in those areas of the education system which seem to us most desperately in need of correction, no matter how intractable to change they may subsequently prove.

Our recommendations, accordingly, while not ignoring problems peculiar to our own Faculties, first take account of certain deficiencies we have observed in the schools, and in the pattern of study and institutional structure fashioned by the Department of Education and by the School Boards. One of these weaknesses involves the Program of Studies, which all schools in the Province of Alberta are legally bound to follow. Not only does this scheme of work fail to enunciate clearly the expectations of the Department of Education with regard to the mastery of English language skills at various stages of the school-course, but its orientation (particularly at the High School level) also inclines to favour literature over language, possibly a reflection of our own allocation of time to these studies; but this tendency is especially unfortunate, since it confers on those teachers who prefer to teach literature rather than language (and there are many, since language is popularly regarded as more difficult to teach) a sanction that is presumably unintended and assuredly invalid. Another weakness lies in the assessment of standards. "The Department", we learn from a Department of Education report, entitled Next Steps in Accreditation (revised, January, 1975), "has guaranteed the quality of product graduating from Alberta schools"; but the Department then admits to serious doubts (to this date unresolved) concerning the efficacy of the present system of evaluation, administered by the schools themselves since the abolition of Grade XII departmental examinations. Readily identifiable also are other difficulties, affecting the quality of teaching. The convenient assumption that "every teacher is a teacher of English" appears to be regularly taken in the most absolute sense, so that it is indeed remarkable how many teachers whose basic preparation is in other disciplines eventually find themselves assigned to teach English. While some endeavour to perform their duties in a worthy and effective manner, there are others who actually know little about the language arts and care even less; but their presence in the English classroom, often against both their own wishes and interests, has plainly an incalculably detrimental impact and is consequently a constant source of worry. Again, many enthusiastic and able teachers are all too often depressingly overburdened with work, since little effort is made to take marking loads into account, a difficulty that becomes correspondingly acute as class-size increases. While the diligence of most teachers of English is happily unquestionable, it remains a sorry fact that there are those who are reluctant to assign essays on a regular basis or to correct conscientiously assignments already done. Yet how many potential Miltons, dare we ask, have rested mute and inglorious, because the sheets of their sometimes painfully-written essays were never incarnadined from the multitudinous scalpel wounds of corrective surgery? Surely there can be no more damning indictment of defects inherent in the school-teaching of English than that provided by the pathetic spectacle of the Students' Union's sponsoring and subsidising this term a series of lectures on the rudiments of essay-writing, and gaining an attendance, not of thirty or forty, as expected, but of over three hundred. Truly, the hungry sheep look up and long to be fed.

Another field encompassed by our motions is that of teacher education in English. In the course of our inquiry, we have become embarrassingly aware that the University is not currently achieving the best quality possible in its teacher-education programme, and that the departments concerned within both the Faculty of Arts and the Faculty of Education can quite easily do much to improve the situation. We feel that the time is propitious for re-examination of the nature of certain courses commonly taken by Education students in both Faculties, and to evaluate their worth by appealing to a criterion that becomes new only in so far as it is now stated in ingenuously pragmatic terms: how pertinent is our given training to the classroom needs of the beginning teacher? But our concern here is not confined to pre-service education alone. There is, we have discovered, a major shortcoming in the provincial structure of teacher education, in that there is yet no formal provision for a systematic approach to the ongoing training of teachers already in service. The Curriculum Branch of the Department of Education has acknowledged to us that, from its point of view, this is a crippling disability; and one might have expected that the Board of Teacher Education and Certification, as the authority most responsible for advising the Minister of Education on all aspects of teacher education, would long ago have recommended the establishment of such a programme. Since, however, the Board's terms of reference seemingly do not extend to considerations of continuing education, we believe that this University must itself grasp the nettle firmly and seek to inaugurate and develop a scheme of periodic in-service training that will benefit every practising teacher of English. Our proposals take note of this, as they do also of the response of the Board of Teacher Education and Certification to our own prompting, that it at least encourage the universities to devise and promote a course of part-time study, leading to the award of a graduate diploma in the teaching of language arts, the legal mechanism for which already actually exists within the Faculty of Education.

While most of the recommendations affecting these areas will, if realized, show beneficial results mainly in the long term, other of our proposals, particularly those relating to the Faculty's "service function," should have a more immediate effect. Despite the misgivings earlier expressed concerning remedial English, we contend that the Faculty would be negligent if it did not forthwith try to alleviate the problems within its own walls; after all, the state of affairs is partly of our own making, and so long as we continue unprotestingly to accept the student whom we do not consider sufficiently qualified for the work we expect him to do, we must face the consequence squarely: either we help him over the stile or we scout his lameness and fail him. Accordingly, we see nothing inconsistent about our advocating the concession of opportunity for some remedial work in English, although we would insist that this not involve an additional burden on the Department of English, which we more appropriately lay under heavy charge to furnish other courses in composition and rhetoric. Recognition of the extent of that obligation perhaps only quickens our perception of the responsibility of the Faculty as a whole. Individually and collectively we must grapple with the situation, and we must be alive to the insidious pressure it continuously exerts upon our standards. If the university is in truth the last bastion of excellence in a world rushing madly headlong in pursuit of the unexceptional and the ordinary, we must take up the challenge; let that bulwark fail, and we shall indeed have achieved the level of the commonplace; the sterility of mediocrity.

In the spirit of this belief, and with all these considerations in mind, the Committee recommends:

1. THAT it be suggested to the Curriculum Branch of the Department of Education that the language-arts sections of the Program of Studies, for both the Junior and Senior High Schools, be revised to enunciate very precisely the Department's expectations concerning proficiency in the use of English at various stages of the school career, both for the guidance of teachers and for the enforcement of the scheme of work.

2. THAT the Faculty call upon the Department of Education to strengthen forthwith the English requirement leading to the High School Diploma, by raising the minimum number of credits to be acquired by all students in senior high school from fifteen to twenty, the additional time involved being allocated to a sequential and intensified programme in English composition, beginning at the Grade VII level.

3. THAT the Faculty, having learned from the Department of Education report, entitled Next Steps in Accreditation (revised January, 1975), that "the Department has guaranteed the quality of product graduating from Alberta schools," yet recognizes that it "currently has few measures of that quality that have provincial comparability," and is conse-

quently studying the desirability of establishing an independent agency to monitor school standards, perhaps a body to be known as "The Alberta Accreditation Authority", convey to the Department its interest in the vital concern expressed through this proposal, without offering at this time any judgement on the merit of the scheme.

4. THAT the Faculty, committed as it is in its own work to the belief that examination forms an essential part of the educational process, and feeling as the Department of Education certainly does that since the abolition of the Grade XII departmental examinations, there no longer remains a device by which scholastic attainment in the province's schools may be externally assessed, strongly advocate the introduction of some system of independent examination as the culmination of the school course, as a goal that can give point and incentive to the work of the school, without necessarily imposing serious constraints on it.

5. THAT the Faculty recommend to the Department of Education that, whatever more intensive method of evaluating school standards the Department may ultimately adopt, the measurement of achievement in the use of English be regarded as of primary importance, and that the necessary testing in this area at appropriate levels should not involve the use merely of "multiple-choice questions", but should include the composing of an essay, the comprehension of a passage of prose, the

writing of a précis and the answering of questions designed to probe the mastery of particular skills.

6. THAT the Faculty, making what it believes to be a legitimate inference from University registration statistics, which indicate that an anticipated decline (or period of "no-growth") in enrolment has been dramatically arrested and reversed following the abolition of the Grade XII Departmental Examination, inform the Department of Education that it may well feel impelled to press for institution of an entrance examination at this university, should the Department not soon establish a more trustworthy form of assessment for matriculation purposes than that currently employed.

7. THAT the Curriculum Branch of the Department of Education be asked to declare publicly its position with respect to the priority which the basic skills of communication, and the language arts generally, have in the school curriculum.

8. THAT the Alberta Teachers Association be urged to make the matter of adequate "correction time" for teachers of English language arts an issue in salary negotiations with School Boards, on the ground that the English teacher, to be effective, must give regular and often lengthy written assignments, requiring of him detailed critical analysis and correction, and consequently bears an even heavier burden out of class than many of his other colleagues, and who ought accordingly to be treated

as a special case.

9. THAT the Alberta School Trustees Association, and especially the Edmonton School Boards, be urged to explore urgently other means, which have potentially less serious financial implications, to achieve a more equitable work-load for teachers of English language arts, in order that more effective teaching may result; and that it be suggested that some of these other ways might include: a) adoption of a revised system for allocating teaching duties, whereby no teacher within his total teaching-load would be assigned classes in English language arts the cumulative enrolment of which exceeds one hundred students each semester; b) application of a weighting factor, based on an agreed (but mandatory) "correction load" for teachers of language arts, to determine how the total burden of teaching duties might be more evenly shared among all teachers within a particular school; c) limiting the number of new students the language arts teacher has to instruct, by arranging that teachers of known competence take the same students through two or more grades, thereby securing the advantage of building on a foundation that is already fully known to these teachers and ensuring the additional benefit of assured sequential training, bearing in mind that transfers should always be allowed for reasons of personality clashes.

10. THAT the Faculty, having learned with horror about a recent survey which discloses that over 70% of language arts teachers in the Edmonton Separate High Schools have no training in English beyond

that acquired in a Freshman English course, and being unaware of any significant improvement in the situation to date, express to the Minister of Education and to the Board of Teacher Education and Certification, its outright condemnation of the slackness of regulatory control which allows such a deplorable condition to exist, and respectfully request the Minister and the Board: a) to examine urgently, through its Teacher Information Service, the qualifications of all teachers currently teaching language arts in the Province's high schools, and to make known the results of this survey to the University of Alberta; b) to insist that school systems justify the use of teachers in areas for which they have no preparation, and that where these arrangements become necessary, the local jurisdiction accept its responsibility for the re-training of such teachers; c) to enact legislation to ensure that by 1980, at the latest, no person will be permitted to teach language arts in Alberta high schools who does not have English as a subject of at least minor concentration within his degree programme.

11. THAT the Faculty, having noted with dismay that the largest of the four Alberta universities is no longer represented on the provincial High School Curriculum Committee in the subject-area of Language Arts, seek permanent representation for the Department of English on that body; and that this representative be a member who is (preferably) experienced in the teaching of language arts in school as well as in university, and who is

acceptable to the Department of Education.

12. THAT the Faculty, in view of current interest in providing for different learning needs, request the Curriculum Branch of the Department of Education to examine and recommend a wider selection of textbooks in language arts to give teachers more flexibility in meeting these needs.

13. THAT the Department of English and the Departments of Elementary and Secondary Education (English) be asked to associate in the formation of an inter-faculty standing committee, which will:

a) regularly review, and make recommendations concerning, the education in English of the future teacher of language arts;

b) evaluate (with the invited participation of the Department of Linguistics) the content of the language courses currently required for B.Ed. students specializing in English, especially in relation to the practical classroom needs of the beginning teacher;

c) explore the desirability of instituting a new degree (for example, a B.A. or B.Ed. in English Pedagogy), with a fixed pattern of prescribed English and Ed. C.I. courses and no electives (but so structured as to fulfill all requirements for certification), or of effecting changes to existing degree structures (and in particular, to the pattern of the B.A. after B.Ed.), with the precise object of achieving the most beneficial training in English possible within the context of a professional degree programme.

14. THAT the Faculty request the Faculty of Education to place in its relevant courses a much greater emphasis on appropriate techniques for teaching the basic skills of composition at all levels of the school course, in view of the increasingly serious problems now being encountered.

15. THAT it be brought to the attention of the Division of Field Experience in the Faculty of Education that there are members of this Faculty who have extensive experience in school-teaching and who might be willing, if encouraged, to participate in the supervision of student-teaching.

16. THAT the Faculty recommend to the Academic Development Committee the establishment on this campus of an English Institute to be operated each spring and/or summer jointly by the Faculties of Arts and Education for the purpose of providing further in-service courses for teachers of English language arts, such courses to incorporate instruction in the content of the school curriculum, dissemination of the findings of recent research and practical classroom demonstration by outstanding and experienced teachers (preferably of international repute) of new and time-tested techniques for the teaching of communication skills at all levels of the provincial school system.

17. THAT the Faculty recommend directly to the Minister of Education and the Minister of Advanced Education and Manpower that they seek support from the Council of Ministers of Education to urge the Government of Canada to regard strengthening the teaching of English language arts, through the establishment of English Institutes at provincial centres, as a federal responsibility no less significant than that currently assumed by the federal government in relation to the nation's other official language, and that funds be provided accordingly, perhaps in a manner analogous to the funding of similar institutes under the National Defense Education Act in the United States.

18. THAT the Department of English, through its Chairman, request the Association of Canadian University Teachers of English (ACUTE) to accept as a professional responsibility the urgent need to press for federal support for such English Institutes, here and elsewhere in Canada.

19. THAT the Department of Education be invited to employ additional means of offering during the school session an ongoing system of in-service training for English teachers, especially for those with no specific training in this area: for instance, by television, through ACCESS.

20. THAT the Alberta School Trustees' Association be asked to consider the provision of incentives to teachers of language arts who continue to improve their qualifications, or alternatively, to

consider making regular periods of in-service training a condition of continued employment.

21. THAT the provincial Board of Teacher Education and Certification be requested to look upon in-service training as a continuation of teacher preparation and to consider making the successful completion of regular periods of such training a requirement of continued certification.

22. THAT the Faculty, having learned that the Board of Teacher Education and Certification has recently passed a motion inviting the Alberta universities to institute and promote "as soon as possible a programme of rigorous part-time study, leading to a Graduate Diploma in the teaching of English Language Arts (with particular emphasis on the skills of reading and writing)", the award of which will carry credit of an additional year's preparation for purposes of professional evaluation, request the Department of English and the Departments of Elementary and Secondary Education (English) to hold discussions concerning both the nature of the proposed programme and the manner of its advertisement to the teaching profession, and to submit a proposal to the Faculty of Graduate Studies and Research, with a view to its implementation at the earliest possible date.

23. THAT to improve the supply and retention of more highly-qualified teachers, the Board of Teacher Education and Certification be urged to recommend that the Minister of Advanced Education and

Manpower provide grants or bursaries for fourth-year Honours students who intend to enter the teaching profession in Alberta, or some other incentive (for instance, a separate salary schedule for teachers with an Honours degree) by which superior preparation in the content of the discipline may be both properly encouraged and more adequately recognized.

24. THAT the Faculty strongly recommend to the Academic Development Committee the immediate restoration of the English Language Service, the retention of which the Academic Development Committee itself advocated on January 3, 1973, on the basis that it was "providing an essential service to the University", but which was subsequently discontinued by a decision of the Board of Governors on April 6, 1973, because of the prevailing "budgetary situation".

25. THAT the reinstated English Language Service, as part of its responsibility, be encouraged to develop some suitable credit courses at the 200-level for non-native speakers of English, which will improve the standard of English usage among these non-native speakers in a manner more responsive to their needs, through studies involving specifically Canadian culture and institutions.

26. THAT the Faculty, noting that the Department of English committed itself in 1970 to a series of aims and principles "as providing a guide for the development" of its curriculum, in which the

teaching of "writing as a humanistic pursuit", in courses (at all levels) other than those devoted mainly to the study of literature or to the exercise of "creative writing", is upheld as a worthy objective, but that no senior course in English composition has yet appeared in its curriculum, call upon the Department of English to practise its own precept by offering, as soon as possible, at least one full-year course (or two half-year courses) in English Composition and Rhetoric at the 300-level, primarily for students in the Faculty of Education, but open to others at the discretion of the department.

27. THAT the Department of English be asked to offer a new half-year course at the 200-level designed exclusively for students in the Faculty of Education, in which the course content will be devoted to instruction in such basic language skills as will be of immediate practical value to the future teacher in the classroom, no matter the subject-area of his specialization; or alternatively, to revise the present English 288 to accommodate the intent of this recommendation.

28. THAT the Department of English be invited to enhance the value of its service function by modifying the content of some of its Freshman courses to allow for the introduction of some additional work in language, particularly to cater to non-Arts students with special needs, such as training in the writing of technical reports and the preparation of summaries.

29. THAT any request by the Department of English to make additional appointments to its staff (and especially of a highly-qualified specialist in the teaching of composition and rhetoric, at whatever level it judges necessary) be viewed sympathetically in the light of increased demands made upon the department by the development of new courses in writing, which may involve the staffing of a number of small sections.

30. THAT the funds allocated to the Department of English for marking assistance be treated as a separate item within the department's budget, to ensure that such funds shall not be devoted to any other purpose.

31. THAT so far as budgetary conditions permit, enrolment in those Freshman English courses which have a total writing requirement of at least three essays each term be limited to a maximum of thirty students per section, and that where this number must be exceeded, additional marking assistance be provided, in order that writing assignments may be given detailed analysis and criticism.

32. THAT the Faculty, noting what appears to be a discrepancy of sinister import between an average failure rate of only about 11% over the last five years in Freshman English courses and reiterated criticism of the quality of Freshman students, go on record as supporting the rigorous application by the Department of English of whatever measures it may deem desirable in order to uphold

standards, in the unshakeable conviction that the Faculty must never countenance inferior work out of sympathy for the victims of a system that may so readily incline to misconstrue sentiment as sanction to produce even more students lamentably untutored in the use of English.

33. THAT the Department of Classics be asked to prepare a brief for submission to the Minister of Education, strongly advocating the reintroduction of the study of Latin into the provincial High Schools, in the belief that such a discipline is not only of inestimable worth in itself, but is also of great help in the learning of English and other languages.

34. THAT bearing in mind an avowed aim of the Faculty of Arts to "produce sufficiently tangible skills, including especially proficiency in written and oral communication" (ref. APAC Report #1) and its affirmation that "it is the responsibility of all members of the Faculty of Arts to encourage the practice, exercise and continued development of the students' ability to write" (ref. AFC Minutes, Sept. 17, 1974), all members of the Faculty be reminded annually to take into consideration the quality of expression in assessing the written work of students and to refuse to accept work that is markedly deficient in the mechanics of composition.

35. THAT the Faculty commend the Department of English for its initiative in attempting to arrange at this university a provincial

conference on literacy, and convey its endorsement of the enterprise to the Vice-President (Academic).

36. THAT the Dean of Arts (or his designee) ask each of the Edmonton School Boards to place relevant recommendations from this report on its agenda, and offer to present these at the meeting at which the items are to be discussed.

37. THAT all these recommendations of the ad hoc Advisory Committee on Liaison: Proficiency in English be publicized at the Dean's discretion, in the belief that the best hope for their implementation may lie in a common awareness of the problems posed and the solutions suggested.

It is our hope that the Faculty will press for implementation of the proposals it finds worthy. We believe very strongly that those to whom they are addressed should be urged to respond to them, for whatever the judgment ultimately rendered about the proficiency in English of our own university students, and how best to improve it, we feel called by the nature of our profession to a most solemn undertaking to seek the finest education for all.

Respectfully submitted,

R. J. Buck

D. V. Parker

J. F. Forrest (Chairman)

December, 1975

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of April 5, 1976

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, M. I. Asch, H. B. Barclay, R. Beck, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, R. N. Bosley, F. F. Bueckert, A. D. Cairns, J. D. W. Crowther, H. W. Cummins, J. D. Dale, R. A. Davey, F. A. de Luna, E. Egert, B. L. Evans, R. Frucht, W. D. Gainer, P. Gallivan, R. P. Heron, D. Jackel, D. C. Johnson, H. J. Jones, W. J. Jones, D. K. Kieren, K. Klawe, G. Kupfer, E. Lechelt, A. M. Mardiros, J. S. McMaster, R. J. Middleditch, P. A. R. Monod, S. R. Munro, J. M. Nelson, D. V. Parker, F. C. Pier, T. M. S. Priestly, F. L. Radford, P. A. Robberecht, B. L. Rochet, P. A. Rolland, E. J. Rose, P. A. Schouls, R. C. Smith, R. A. Stangeland, T. H. White, J. R. Wilson.

1. Canadian Institute of Ukrainian Studies [Agenda addition]
Dean Baldwin reported for information that a detailed proposal was now before the University's Academic Development Committee for the establishment at the University of Alberta of an Institute of Ukrainian Studies (copies of the proposal being available in the Dean's Office). Its objectives are to encourage program development in Ukrainian-Canadian and Ukrainian studies here and elsewhere, to serve as a Canadian resource centre, to encourage research and publication, and to attempt some degree of national co-ordination. The Academic Development Committee will complete its consideration on April 22 (the deadline for submissions from interested parties being April 19), and the sponsors of the proposal hope that it will be operational by July 1 of this year. The Dean added that it was not felt necessary to bring the proposal to Arts Council because it did not fall within Council's policy-making jurisdiction. Interested departments in the Faculty were, however, consulted, the Department of Slavic Languages having queried some of the fundamental assumptions and considerations identified with the proposal.

2. Minutes of the Meeting of February 2
On a motion by Professor Smith, seconded by Professor Abu-Laban, the Minutes were adopted as circulated.

3. Executive Committee Report of March 19
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]
Item 2.3 of the Report having been removed for separate consideration (see item 5.1 below), it was moved by Professor Egert, seconded by Professor Gainer,

> THAT the Executive Report of March 19 (excepting item 2.3) be approved by Council.

Motion carried.

4. Student Representation on Arts Council
Having implemented the legislation adopted by Council on March 4, 1974 (THAT student elections be held in the spring, with a July 1-June 30 term), six departments were successful in electing students to serve on Executive Council for the 1976-77 session:

Department	Student Member	Alternate
Classics	James A. Carter	
Economics	Emmanual Aranas	
History	Patrick V. Sullivan	
Philosophy	Robert Peter Richardson Robert Alan Reiter	
Religious Studies	Allan W. Reese	Dale Bevington
Romance Languages	Jeffrey Bullard	

It was moved by Professor Asch, seconded by Professor Frucht,

THAT these appointments be ratified by Council.

Motion carried.

5. Election Slates

5.1 Executive Committee Replacement

Professor Fedigan having declined to stand for election, her name was removed from the slate of four candidates submitted by the Department Chairmen (ref. item 2.3, Exec. Rpt., March 19). The remaining three names were automatically in nomination, another being added from the floor of Council:

L. Craig, Political Science
K. Krotki, Sociology
R. Sydie, Sociology
U. Trumpener, History.

It was moved by Professor Davey, seconded by Professor Smith,

THAT nominations cease.

Motion carried

(Election to be conducted by Faculty-wide ballot).

5.2 Arts Faculty Representation on General Faculties Council

A slate drawn up by the Nominating Committee of the Faculty was automatically placed in nomination (ten candidates having agreed to contest the six Arts vacancies on GFC):

S. E. Drugge	Associate Professor	Economics
W. Eastman	Associate Professor	Philosophy
I. Moravcik	Professor	Economics
A. M. Munn	Associate Professor	Music
T. M. S. Priestly	Assistant Professor	Slavic Languages
R. C. Smith	Associate Professor	Classics
J. H. Terfloth	Professor	Drama
E. Waugh	Assistant Professor	Religious Studies
R. W. F. Wilcocks	Associate Professor	Romance Languages
J. R. Wilson	Associate Professor	Classics.

A further nomination was made from the floor of Council:

E. Mozejko	Professor	Comparative Literature.

It was then moved by Professor Stangeland, seconded by Professor Gainer,

THAT nominations cease.

Motion carried

(Election to be conducted by Faculty-wide ballot).

6. Vice-President, Academic: Visitation
Vice-President Horowitz having joined the meeting (this being one of a series of visitations to the various faculties on campus), he commented briefly on recent discussion in the press and the Board of Governors regarding the hiring of foreign-born academic staff. Having emphasized that the University was primarily concerned with the appointment of the best-qualified individual to the available position, Professor Horowitz said that--all other things being equal--the choice would normally be a Canadian. The University's financial situation was also reviewed by the Vice-President, whose expectation is that the Provincial Government will continue funding on the same basis as in 1975-76 (that is to say, Professor Horowitz anticipates that the future financial picture will be neither as bright as the 1960's nor as bleak as 1972-74).

7. Proficiency in English [ref. item 4, 2/2/76]

7.1 Report of the ad hoc Committee on Proficiency in English, March 1976 Revision (Johnson Report)

[The revised report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Speaking on behalf of the ad hoc Committee on Proficiency in English, Professor Johnson explained that the revised report did not represent any change in the committee's point of view, the thrust of the revisions being merely to provide additional information for Council's consideration (such as, for example, Appendix II: Selected Comments from Responses to the Committee's Questionnaire). The motion contained in the final paragraph of the Report was then formally moved by Professor Johnson, seconded by Professor Asch (the question having been divided by the chair).

#1. THAT Arts Faculty Executive Council recognize that a lack of proficiency in English exists among Arts students.

Motion carried.

#2. THAT Arts Faculty strike a committee to seek ways of improving students' ability in writing.

Speaking to the foregoing motion, Professor Johnson said that, notwithstanding the fact that proficiency in English is being discussed at various levels of the University, his committee felt there should be a specific body to pursue problems and solutions which may be unique to Arts Faculty (without excluding from its purview, however, a number of suggestions having University-wide implications, such as, for example, the premise that all faculties and departments are responsible for the maintenance of standards for proficiency in English.

Motion carried.

Professor Johnson's committee having been discharged with thanks, it was left to the Executive to strike an appropriate ad hoc committee "to seek ways of improving Arts students' ability in writing."

7.2 Report of the ad hoc Advisory Committee on Liaison: Proficiency in English (Forrest Report)

Members had before them a guide to the Report, a copy of which is attached to the official Minutes (Council having on February 2 directed the Executive to analyze the Report and present it to the April meeting in a manner which would facilitate discussion). The various recommendations were examined in the order laid out in the guide and were approved on the basis of an omnibus motion moved by Professor Parker, seconded by Professor Johnson, exceptions and revisions being noted below.

Recommendation 10 of the Report was revised to read as follows (in essence, a deletion from the original report of statistics relating to a recent survey of language arts teachers in the Edmonton Separate High Schools, these having proved to be inaccurate):

> THAT the Faculty, having reason to believe that a large number of language arts teachers in the Junior and Senior High Schools have no training in English beyond that acquired in Freshman English courses, respectfully request the Minister of Education and the Board of Teacher Education and Certification: a) to examine urgently, through its Teacher Information Service, the qualifications of all teachers currently teaching language arts in the Province's high schools, and to make known the results of this survey to the University of Alberta; b) to insist that school systems justify the use of teachers in areas for which they have no preparation, and that where these arrangements become necessary, the local jurisdiction accept its responsibility for the re-training of such teachers; c) to enact legislation to ensure that by 1980, at the latest, no person will be permitted to teach language arts in Alberta high schools who does not have English as a subject of at least minor concentration within his degree programme.

Recommendation 26 was revised to read as follows:

> THAT the Faculty urge the Department of English to offer, as soon as possible, at least one full-year course (or two half-year courses) in English Composition and Rhetoric at the 300-level, with appropriate prerequisites, primarily for students in the Faculty of Education, but open to others at the discretion of the department.

The thrust of the modification was in the nature of an "exhortation" to the Department of English rather than a "directive" (see item 7.3), rec. A.3 below). It was also noted for the record that the committee's intent was that the proposed course be an elective for Education students.

Recommendation 27, which called upon the Department of English to offer a new half-year language skills course designed exclusively for students in the Faculty of Education, was first amended by the striking from the original recommendation of an alternative ("to revise the present English 288 to accommodate the intent of this recommendation"). However, the amended resolution was subsequently defeated (see item 7.3, rec. A.1 below).

Recommendation 29 (support for staff additions in English) was tabled, it being noted a) that the Department of English had not yet completed its deliberations on the Forrest Report in terms of its impact on the Department's staff, resources, and teaching priorities; and b) that the Forrest Committee had not excluded from the realm of possibility the creation of a separate Department (or division) of Composition and Rhetoric, nor the possibility that some functions could be undertaken by the University's English Language Service (if the latter were to be restored).

Recommendations 28 (additional language work for freshmen), 30 (protection of marking budget), 31 (marking assistance for writing function), and 32 (maintenance of standards) were deferred for later consideration.

Recommendation 33 (reintroduction of the study of Latin into the provincial high schools) was tabled pending additional information, some members having questioned the supposition that Latin is "of great help in the learning of English," and having suggested that other languages would be equally desirable additions to the high school curriculum.

7.3 Report of the GFC ad hoc Committee to Investigate Undergraduate Writing Skills

[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The recommendations in the GFC ad hoc Committee Report were reviewed in conjunction with parallel recommendations in the Forrest Report (the guide to the Forrest Report having cross-references to the GFC Report). The GFC Report was endorsed without exception, Council's observations on two of the recommendations being reported by Dean Baldwin to the Secretary of GFC in a memo dated April 6:

> "Apropos recommendation A.1 (page 2), however, although Council supports the proposal that 'the Faculty of Education devise a means of ensuring some reasonable level of competence in writing on the part of all students preparing to teach,' it defeated a concomitant motion in an Arts Faculty report 'that the Department of English be asked to offer a new half-year course at the 200-level designed exclusively for students in the Faculty of Education, in which the course content would be devoted to instruction in such basic language skills as would be of immediate practical value to the future teacher in the classroom, no matter the subject of his specialization.' In effect, the initiative here is seen as belonging, properly, to the Faculty of Education.

> Recommendation A.3, 'that the Department of English make available to all students in the Faculty of Education a 300-level course in English composition,' was endorsed by Arts Council in the form of an exhortation to the Department, in accord with GFC 'Service Courses Policy' (p.104), which gives to servicing departments the responsibility for assessing new proposals, and the right to reject them if they are 'unreasonable or would result in a course that is below university standards or there is no one on staff who is properly qualified to teach the proposed course.'"

It was also noted for the record that Council's approval of the various recommendations in the Forrest Report and the GFC ad hoc Committee Report was conditional upon the provision of whatever additional funds are required for implementation.

8. Adjournment

By general consent, on a motion by Professor Blanchard, seconded by Professor Smith, the meeting was adjourned at 5:00 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: Meeting of March 19, 1976

1. Student Petitions

1.1 Gerhard Schmauder

Mr. Schmauder, who is in the second year of the B.A. (General) program, petitioned the Executive Committee to overrule the Student Program Office in its application to him of the Faculty deadline governing changes in registration. He sought permission to drop a Sociology course in order to take Psychology 489, on the grounds that the latter course was of considerably more interest to him. There was another and paramount qualification: Mr. Schmauder is currently enrolled in Psychology 383, which is a prerequisite for 489, and the Department of Psychology was not disposed to waive the prerequisite (in effect recognizing 383 as a corequisite). There being no extenuating circumstances that made Mr. Schmauder a special case, the Executive could find no justification for the suspension of the Faculty and departmental requirements.

Petition denied.

1.2 Gordon Bruce Stratton

Mr. Stratton was admitted to the B.F.A. (Drama) program in the fall of 1971. In 1972, having failed to meet the standards of the acting specialization in the professional program, Mr. Stratton transferred to the B.A. (General) program and in the fall of 1975 received his degree. Now married and living in London, Ontario, Mr. Stratton enrolled as a Special Student at the University of Western Ontario, where he is currently taking five full-session courses in the fields of English, History, Political Science (2), and Philosophy (none of which overlaps the courses he has taken for credit at the U. of A.). Mr. Stratton's aim was to improve his academic standing so that he would in the fall of 1976 be admissible to the U. of A. Faculty of Law. However, he had recently learned that he would not be eligible for consideration by the Law Faculty on the basis of work done as a "special student." He therefore petitioned the Executive for admission to the B.A. (Special) certificate program, on the basis that the five UWO courses--if successfully completed--be credited toward the certificate. An important consideration was that the request, which was in essence a petition for Visiting Student status in the final year of a four-year B.A. (Special) program, was supported by the Chairman of the Drama Department (Mr. Stratton having taken drama as his principal subject of concentration for the three-year B.A.). The Executive noted also that the student has already completed the equivalent of four years on campus (Mr. Stratton having, by virtue of his previous enrollment in the fine arts specialization, been credited with a number of drama courses additional to the B.A.).

Petition granted.

2. Committee Memberships

2.1 Female Representation on Committees

The Executive received on behalf of Council a memo dated January 28 from the Chairman of the Department of English, Dr. Rose having been directed by his Department to urge the Faculty of Arts to implement the Senate Task Force's recommendations on committees "by making every effort to increase female representation on all committees but especially where these are central decision-making bodies" (ref. rec. 13, The Senate Task Force on the Status of Academic Women).

2.2 ad hoc Committee on Counselling [ref. item 5, Exec. Rpt. 21/1/76]
Professor G. Kupfer of the Department of Sociology was appointed to this Committee (replacing Prof. K. R. Cunningham).

2.3 Executive Committee Replacement
Acting in accord with existing legislation, the Committee of Department Chairmen on March 17 drew up a list of four candidates, all of whom are willing to contest the seat which will be vacated by Professor G. Nettler when he goes on sabbatical leave (one year of his three-year appointment to the Executive remaining to be filled):

L. Craig, Political Science
L. Fedigan, Anthropology
K. Krotki, Sociology
U. Trumpener, History.

The slate will be presented to Arts Executive Council on April 5, at which time nominations will be accepted from the floor of Council. The election will be conducted by Faculty-wide ballot.

2.4 Library Committee Chairmen
The Executive received and accepted Professor H. A. Hargreaves' resignation as Chairman of Arts Faculty's Library Committee, the resignation to take effect when a successor has been named. Consideration of a new Chairman was tabled, pending the replacement on the Committee of seven departmental representatives who are going on sabbatical leave.

3. The King's College: Proposed Terms for Affiliation
The Executive received on behalf of Council a letter dated February 20 from Dr. Sidney DeWaal, Dean of The King's College, in which he requested that the Faculty of Arts reconsider the position taken by its Council on February 2 (THAT, given the principles to be applied in the projected courses, the Faculty of Arts should not and cannot support the proposal advanced by The King's College). The Executive's response was that it would be inappropriate for Arts Faculty to entertain a request for reconsideration at this time because the affiliation issue will on April 12 be debated in General Faculties Council Executive.

Report of the Faculty of Arts
ad hoc Committee on Proficiency in English

In the Fall of 1974 the APAC report recommended "that there be a proficiency examination on entrance to the Faculty wherein students would be classified according to their degrees of proficiency in written expression." Council rejected the recommendation in favour of gathering further information. The *ad hoc* Committee on Proficiency in English was formed and asked "to gather whatever data it sees fit relative to the proficiency of students in the Faculty of Arts in the use of English."

After preliminary discussions and soundings of opinion, the Committee decided to analyze the results of the Cooperative English Tests (a diagnostic examination devised and regulated by the Educational Testing Service of Princeton). The examinations were administered to 971 Freshman students enrolled in English courses. The most important result from the Committee's point of view was that with regard to expression U. of A. students perform very close to the published norm (published norm 159.4 - U. of A. 158.7). The test is administered in a wide range of institutions including the most prestigious and well-known American universities. However, the large majority comprise vocational, denominational, and community colleges with open admission policies. The Committee felt that the standards of the University of Alberta ought to be higher than those of many of the institutions that contributed towards the American norm. In short, the results indicate that our students should be doing better. (More extensive information is included in the attached report.)

The Committee then prepared a questionnaire in order to determine if members of the Faculty of Arts felt a problem existed. While the results below are expressed in quantitative terms, it must be remembered that most questions called for a qualitative judgement. Thus the numbers provide an indication of opinion rather than precise measurement.

Sample N= 162, total.

1. Anthropology 10, Art & Design 5, Classics 6, Comparative Literature 1, Drama 3, Economics 10, English 31, Germanic Languages 4, History 20, Music 1, Philosophy 12, Political Science 13, Psychology 9, Religious Studies 3, Romance Languages 5, Slavic Languages 6, Sociology 23.
2. Assistant Professors 50, Associate Professors 52, Full Professors 37 (a 40% response from full-time staff), Sessional Lecturers 23.
3. Mean years in Canadian University = 8.03.

Junior Level Courses

1. Is there a lack of proficiency in writing English among students in your junior-level courses? 88% of 136 respondents answered yes. This does not systematically vary with type of examination or written assignments. There is a tendency for those who correct and evaluate writing to be more critical (93% vs. 75%).
2. What proportion of your students do you judge to be deficient in general writing ability? The mean estimated percentage was 50%.
3. What proportion of your students do you judge to be deficient in specific skills?

Grammar and Syntax	45%
Vocabulary	43.5%
Organization	56%

Senior Level Courses

1. Is there a lack of proficiency in writing English among students in your senior-level courses? 78% of 128 respondents answered yes.
2. What proportion of your students do you judge to be deficient in general writing ability? The mean estimated percentage was 36%.
3. What proportion of your students do you judge to be deficient in specific skills?

Grammar and Syntax	33%
Vocabulary	30%
Organization	41%.

General Questions

1. If you have been teaching at the University of Alberta for five years or more have you noticed:

a) a decline in writing ability	40% of 111 respondents
b) no change in writing ability	53% of 111 respondents
c) an improvement in writing ability	7% of 111 respondents

2. Given present standards, what proportion of the students completing their present B.A. program have inadequate writing skills? The mean estimated percentage was 42% (109 respondents).
3. What proportion of the students who are now in B.A. programs and who are continuing on to advanced academic work have inadequate writing skills for their plans? 31.5% (107 respondents).
4. Would you send students with inadequate writing skills for remedial instruction? 90% of 129 respondents said yes.

The results as a whole, and specifically the finding that 50% of our junior-level students were judged by staff to be deficient in general writing ability, indicate that a problem does exist. Further, the decline in writing ability noted by 40% of the respondents parallels studies conducted in the United States and the University of British Columbia.

The degree of concern on the part of staff is reflected in the voluntary comments made by 62% of the respondents. While there was a wide variety of suggestions, 46% of those commenting specifically mentioned the necessity of a first year examination and a "required" course in writing. (Programs at U.B.C., Waterloo & California were cited.) Only 5% opposed an examination or remedial course. 21% of the comments criticized the secondary schools while several people argued that the university should not be expected to perform the function of the high schools.

The committee suggests that any recommendation for remedial action should take into account the following points:

1. Students cannot be differentiated on the basis of faculty. The diagnostic tests showed that students in the Faculty of Arts were no more literate than students in other faculties.

2. Students do not necessarily choose particular courses according to competence in writing. Students in English 200 are no more literate than those in English 210, for example.

3. The diagnostic tests point out students' deficiencies in grammar and syntax; faculty point to a deficiency in organisational skills as a still greater problem. Therefore, any entrance examination that is devised should include written work in order to give an accurate measure of a student's literacy.

4. Most faculty members are willing to co-operate in sending students to remedial courses. It should be pointed out, however, that the Department of English may lack the resources in budget and manpower to provide large numbers of remedial sections. Remedial action should be the responsibility of the whole Faculty.

The committee moves that Arts Faculty Executive Council recognize that a lack of proficiency in English exists among Arts students and strike a committee to seek ways of improving students' ability in writing.

Respectfully submitted,

D. C. Johnson

D. Kuiken

R. J. Merrett

M. Whitaker.

March 1976 (Revision)

APPENDIX I.

Information concerning the Diagnostic Examinations administered to 971 Freshman Students,

September 23-27, 1974, compiled for the Arts Faculty Ad Hoc Committee on Proficiency in English by R.J. Merrett

The examinations that were administered to the Freshman students are called Cooperative English Tests. They are devised and regulated by Educational Testing Services of Princeton. These tests have existed under the same rubric since 1960. They have been used by over five hundred institutions in the U.S.A. to test the literacy of entering Freshman students. There is a considerable variability in the status of the institutions which administer the tests to Freshman students. Some of the institutions include the most prestigious and well-known American universities, and some, indeed the large majority, comprise vocational, denominational, and community colleges. The norms that E.T.S. publishes are based on a very various student population. This has considerable bearing on the way in which the scores of U of A students should be read.

The Cooperative English Tests consist of examinations in Comprehension and in Expression. The Comprehension Test has two sections: the first is entitled Vocabulary and the second Reading. The first section tests recognition of synonyms. The second presents passages that are varied in style and content; the items range from questions of fact to others requiring interpretation and sensitivity to the author's intentions. The Expression Test also has two sections: the first is entitled Effectiveness and the second Mechanics. The Effectiveness section tests ability to recognize and select a word or phrase which precisely conveys the intended meaning of a sentence. The Mechanics section measures ability to recognize errors in usage, spelling, punctuation, etc.

The results of the Diagnostic Examinations show that: --

(a) there is no remarkable difference in the literacy of Freshman students in the various Freshman English courses. It is not true that students in English 200 are more literate than students in English 210, for example. It is not true either that the literacy of students choosing full courses is better than that of students registering in term courses.

(b) from the point of view of comprehension U of A students perform slightly above the published norms.

(c) from the point of view of expression U of A students perform very close to the published norms.

(d) the examination results do not show that the literacy rate of Arts students is necessarily higher than that of students from other faculties.

(e) from an analysis of the results of the Expression Test it is possible to detect that the major areas of weakness among Freshman students comprise grammar and syntax.

(f) from an analysis of the overall results it is possible to say that, in relation to the upper and lower quartile norms published by E.T.S., there are few very poor performers in expression and comprehension and that there are very few excellent performers among the U of A student population.

(g) from an analysis of the overall results it is possible to assert that the U of A students are too close to the American norms. When it is remembered that the tests have been given to a wide range of institutions in the U.S.A. and that the standards of the U of A might be expected to be higher than those of many of the institutions that have contributed towards the American norms, it might be felt that our students should be doing better.

(h) from a correlation of scores in the tests with the grade points earned in the first essay and in the mid-term tests in Freshman English courses it is possible to see that there is a much greater correlation between expression scores and Freshman course grades than between comprehension scores and course grades. It is also possible to see that the tests have as great a predictive value as the grades in the first essay. (This last result was concluded on the basis of a correlation between test scores and grades in the first essay, in the mid-term test, and in the course as anticipated by the instructors at the end of January 1975.)

APPENDIX II.

Selected Comments From Responses to Questionnaire:

1. On entrance examination and remedial instruction:

   Entrance examinations should be established and those who score below a desirable average should be obliged to take remedial instruction; in some cases, the admission to the university should be postponed by 6 months or a year until there is evidence of sound improvement.

   Remedial instruction is not the task of a university. Such an operation would be a waste of public funds. It is both insane and fraudulent to suggest that higher levels of education should try to provide instruction appropriate to lower levels. The schools do not do a proper job and their inadequacy is supported by this university's failure to provide entrance standards. The inadequate should not be given "remedial instruction": they should be denied entrance to the university.

   There is a crying need for remedial English; it should be compulsory for many students. Some kind of standard exam should be given all incoming students, and failures should be sent to remedial courses.

   Remedial English can only be undertaken at the expense of something else -- high-schools should go back to teaching.

2. On high schools:

   The problem can be solved in a lasting and meaningful way ONLY if it is brought to the attention of high school principals and ONLY if they are prepared to do anything about it. If not, we shall require a special course -- "Elementary English for Western Canadians: A Regional Approach to the study of one's native language."

   I think the problem is not what could be done about present university students, but about prospective ones. No individual should be permitted to graduate from high school who does not have a decent ability to write! Make it tougher starting from grade one!

   The inability of students to write well or even adequately must start in grade school and be continued through high school. Curriculum and teaching have something to do with the problem. The university should not give 'band-aid' attention to its own students and neglect the disabilities of those young people who don't come to university. Illiteracy is a far-reaching social and education problem and should be treated as such, rather than something which the university on its own can cure.

3. On a required writing course:

   Following the October mid-term examination (or the first written assignment in a senior course), instructors should submit a list of names of students who showed a lack of proficiency in writing English to a co-ordinating committee in the Faculty of Arts. Also a copy of the list should be made available to the chairman of a given department. Students whose names appeared on the list would be asked to take remedial instruction or told to withdraw from the course. Following the April examination the instructors would submit a report regarding students who were taking remedial work to the co-ordinating committee and to the chairman of the department.

The Department of English has a responsibility (which it has carefully avoided) to offer "bonehead" English as a requirement to students unable to pass a "comprehension in English" exam at the time of admission. I see no reason why I should expect students deficient in writing skills allowed to register for any course in Arts. If the Department of English is unwilling to assume its responsibilities then the budget for Arts should reflect this decision.

4. Miscellaneous:

Apart from the general immaturity, at all levels, in writing ability, the teaching of structural foreign languages such as Latin and Greek is slowed down immeasurably by the necessity to teach students the basics of English first.

I am much concerned about foreign students in large junior-level courses who cannot cope because of their language problems.

Self-expression, self-realisation have superceded the old ideals and, as a result, our students are restricted to the level of language used to express their thoughts in the course of everyday experiences which normally do not require more than reactive response or simple narrative. They have not been taught to change mental gears for rougher, more challenging terrain. Here is where the fundamental weakness lies.

The situation as I see it is depressing and in crisis. I do not have the time to correct deficiencies in writing. The enormity of the problem becomes obvious when one realizes that some colleagues belong in that category! (i.e. those with inadequate writing skills).

It seems clear that part of the difficulty in writing lies with the teaching and marking staff. Many of them seem not to know what to look for, or how to recognize and name an error.

Perhaps a faculty directive to take writing ability into account when grading would give staff the moral backing to assist in upgrading the students' language skills.

Some of the most pathetic efforts which I have received come not from the first year but second and third year students in my introductory course. This perhaps indicates that one can pass courses without knowing how to use the English language.

Proposed Order
for Council Consideration of the Recommendations
of
the FORREST REPORT (Dec., 1975)

I. EXTERNAL JURISDICTIONS:

A. Curriculum
- *1. Program of Studies (D of E) [GFC b.1.a-b, and see B.1.c]
- 2. Diploma Requirements (D of E)
- 7. Statement of Priorities (D of E)
- 11. Membership on H.S. Curriculum Comm.: Lang. Arts (D of E)
- *12. Textbooks (D of E) [GFC B.5]
- 33. Latin (D of E through Classics)

B. Assessment
- 3. Interest in Accreditation (D of E)
- 4. Examinations (D of E)
- 5. English Achievement Testing (D of E)
- 6. Matriculation Assessment (D of E) [See GFC C.1]

C. Teachers

(i) Workload:
- *8. Correction Time (ATA)
- *9. Workload (ATA) [GFC B.6]

(ii) Qualifications:
- *10. Regulatory Controls (D of E) [GFC A.4]
- 23. Honors Bursaries (D of E)

(iii) Upgrading:
- 17. Government Support for English Language Study (Ministers)
- 18. Institutes (ACUTE through English)
- 19. In-service Training Opportunities (D of E)
- *20. Incentives (ASTA)
- 21. In-service Training Requirements (D of E)

II. INTERNAL JURISDICTIONS:

A. Teacher Education

(i) Pre-Service:
- 13. Committee re: English Education of Teachers (English & Faculty of Ed.)
- *14. Teaching of Composition (Fac. of Ed.)
- 15. Teacher Training Assistance (Fac. of Ed.) [GFC A.2]

(ii) In-Service:
- 16. English Institute (ADC)

(iii) Diploma:
- 22. English Language Arts (English & Fac. of Ed.)

B. U. of A. Students

(i) Non-Native:
- *24. Restoration of ELS (ADC) [GFC C.3]
- 25. Credit Courses in ELS

(ii) Education:
*26. 300-level Composition (English & Fac. of Ed.) [GFC A.3] [see GFC A.2]
27. Half-year Language Skills Course or Revision of 288 (English and Fac. of Ed.) [see GFC A.1]

(iii) General:
28. Additional Language Work for Freshmen (English)
29. Support for Staff Additions in English (Dean)
30. Protection of Marking Budget (English & Dean)
31. Marking Assistance for Writing Function (English & Dean)
32. Maintenance of Standards (English)
*34. English as Grade Component (Council) [GFC C.4-5]

C. Miscellaneous
*35. Endorsation of Literacy Conference (V-P Academic) [GFC C.6]
36. Communication with School Boards (Dean)
37. Publicity (Dean) [GFC D.2]

Report of GFC ad hoc Committee to Investigate Undergraduate Writing Skills

(GFC Referral, Feb. 9, 1976)

* see above.

Additional Recommendations:

A.1 Education Student Writing Competence (see 27)
A.2 Education of Language Teachers (see 26)
B.1.c Program in Elementary Schools (see 1)
B.2-4 Enforcement
C.1 U. Entrance Examination (see 6)
C.2 Public Lectures
D.1 Standing Committee on Writing Skills

N.B. The Executive will propose to Council that it deal with the recommendations of the Forrest Report (ad hoc Committee on Liaison: Proficiency in English) in the order established above (the numbers are those of the various recommendations). Recommendations have been grouped (IA, IB etc.) to allow for their consideration in blocks, with the usual provision for separate consideration, on request, of contentious recommendations.

Cross reference is made to parallel GFC recommendations so that they can be dealt with simultaneously.

Interested bodies outside Council are identified in parentheses.

REPORT OF THE G.F.C. AD HOC COMMITTEE TO INVESTIGATE UNDERGRADUATE WRITING SKILLS

INTRODUCTION

The G.F.C. Ad Hoc Committee to Investigate Undergraduate Writing Skills met at frequent intervals throughout the Fall Term of 1975-76. Sources of information considered by the Committee included the following: (1) interim information on the work of two committees established earlier in the Faculty of Arts on closely related matters, (2) material from related undertakings of recent date in Canada and the United States, (3) informal views from members of the English Council of the Alberta Teachers' Association, (4) information about current concerns of the Board of Teacher Education and Certification, and (5) a tape-recorded full-day session with a select group of working elementary and secondary teachers of composition, including nine English Department heads from junior and senior high schools, together with a Trustee of the Edmonton Public School Board, the Supervisor of Language Arts (Grades 1-12) from the same system, representatives from NAIT and AVC, the Supervisor of Language Arts from the Alberta Department of Education, the Elementary Language Arts Supervisor from the St. Albert Separate School System, and a staff member in English Education from the Department of Secondary Education at the University.

The Committee has concluded from its examination and consideration of these various sources of information and advice that a substantial improvement in the writing competence of University of Alberta undergraduates, present and future, is necessary and possible.

The precise severity of the present problem is open to different estimates, as is any determination of the precise cause or causes, but in the judgment of the Committee the problem is real and of sufficient severity to call for prompt and broad-scale action.

The Committee therefore submits herewith a set of recommendations which it believes will alleviate the problem on both a short-term and a long-term basis. These recommendations are intended, in the first instance, to improve the situation of currently enrolled students by internal university procedures;

the committee, however, believes that prevention will be vastly more effective than cure. A majority of the recommendations are therefore directed to actions affecting the pre-university level. Information and advice from school personnel indicated a number of problems in which our informants felt that the University could be of assistance at the school level and that such assistance would be welcomed at least by many responsible teachers of English at elementary and secondary level. In the judgment of the Committee, the University should communicate its interest and concern, and its suggestion of particular actions, to the schools of the Province and to the appropriate Provincial agencies with responsibility for the schools.

RECOMMENDATIONS

A. TEACHER PREPARATION AND CERTIFICATION

1. The Committee recommends that the Faculty of Education devise a means of ensuring some reasonable level of competence in writing on the part of all students preparing to teach in any subject at any grade level, as is currently done for oral proficiency by the speech test.

2. The Committee recommends that the Faculty of Education require from all prospective teachers of English or Language Arts at elementary or secondary level suitable course work in writing and/or the teaching of writing to equip them to assess competently the writing done by their students and to instruct them in composition.

3. To assist prospective teachers in carrying out their responsibilities in the teaching of writing, the Committee recommends that the Department of English make available to all students in the Faculty of Education a 300-level course in English composition without further prerequisites beyond a 200-level course in English.

4. In light of the present situation in the schools, typified by a survey in the Edmonton Separate School System revealing that over 70% of secondary Language Arts teachers were not English majors, the Committee recommends that General Faculties Council endorse the principle that teacher certification in the secondary schools of Alberta should be specific as to level and subject matter. More specifically, as a condition of secondary

school accreditation, a specified high percentage of English or Language Arts classes should be taught by teachers holding certification or later endorsement of certification in the subject.

B. SCHOOL CURRICULUM AND TEACHING PRACTICE

1. The Committee feels that strong measures are necessary in order to ensure effectively that all students in the Alberta school system receive proper training in English composition. Moreover, the Committee feels that the implementation of these measures is not in any way inconsistent with the teaching of "creative writing". Accordingly, the Committee recommends that the Programs of Studies for all levels within the school system be revised so that they contain detailed requirements for teachers of Language Arts to teach composition, grammar, sentence structure, punctuation, and spelling; and for greater particularity, it is recommended:

(a) That teachers of Language Arts at the high school level satisfy specific requirements contained in the Program of Studies; and that the said requirements shall include the teaching of composition, grammar, sentence structure, punctuation, and spelling, including the additional requirement that a suitable number of appropriate pieces of written work must be assigned and submitted for correction each year; and that a student shall not be promoted to the next grade unless the foregoing work has been satisfactorily completed;

(b) That the provisions contained in paragraph (a) shall also apply to each grade within the junior high school system, in accordance with a revised Program of Studies for the junior high school system;

(c) That the Program of Studies for elementary schools shall require that all teachers in the elementary school system shall also teach each year all of the foregoing skills mentioned in paragraph (a) and that a student shall not be promoted from Division 1 (i.e., Kindergarten to Grade 3) to Division 2 (i.e., Grades 4 to 6) unless a stated minimum of skills has been achieved by the end of Division 1; and further that a student shall not be promoted from Division 2 to junior high school unless a second stated minimum is achieved by the end of Division 2.

2. The Committee recommends that the revised Programs of Studies be forwarded individually to each teacher of Language Arts and to each elementary school teacher together with specific instructions that the teaching of the subject matter contained in the Program of Studies is a mandatory requirement in accordance with the teacher's professional responsibilities and that there exists no discretion permitting the teacher to avoid following the Program of Studies.

3. The Committee recommends that the Department of Education instruct each principal of each school of the foregoing and advise the principal that it is the principal's responsibility to ensure that the teacher receives the Program of Studies and complies with all requirements contained in the Program of Studies.

4. The Committee recommends that the Department of Education monitor, through the use of testing and other inspection and supervisory devices, whether the requirements in the Program of Studies are being fulfilled. Should it come to the attention of the Department of Education that a principal is not exercising his responsibility in ensuring that a teacher follow the Program of Studies, the Department of Education should take such enforcement procedure as is suitable in the circumstances. The Committee recommends that, in an extreme case, the enforcement procedure be in the nature of a withdrawal of accreditation of a particular school and/or an assessment of the professional tenure of the particular principal.

5. The Committee recommends that texts for use in the teaching of composition in elementary and secondary schools be approved in accordance with the highest standards of professional excellence after due consideration of all current alternative texts.

6. It is the Committee's view that, for comparable periods of classroom contact time, English teachers have a greater amount of assessment of written student work to do (reading, correcting, marking) than teachers in other subjects, if they take their work seriously and require written compositions

from their students at frequent and regular intervals. Accordingly, the Committee recommends that General Faculties Council ask the Alberta School Trustees' Association to consider the workload placed on English teachers in junior and senior high schools in Alberta with a view to a more equitable distribution of work than that which exists at present among teachers in a given school.

C. GENERAL RECOMMENDATIONS CONCERNING THE UNIVERSITY

1. The Committee recommends that all students seeking first undergraduate admission to the University of Alberta be required to demonstrate acceptable competence in English on a suitable entrance examination administered by the University prior to admission, subject to provisions of Recommendation C3 for non-native speakers.

2. The Committee recommends that General Faculties Council endorse, on an interim basis, periodic public lectures offering information and advice to undergraduate students on writing at university level, such as those given in the Fall Term of 1975-76 by the English Department at the instance of the Students' Union.

3. The Committee recommends that the English Language Service of the University be reestablished to provide assistance in written composition to students whose original language is other than English, and feels that there is an urgent need for this type of service.

4. In order to emphasize the crucial role of written work within the basic notion of competence in a subject matter or discipline, the Committee recommends that General Faculties Council urge all instructors of University undergraduate courses to provide that suitable portions of course testing or other course work should be in the form of written essay responses and to emphasize to students that competence in written work is integral to competence in a subject and will constitute part of the basis on which the student's course grade is determined.

5. Because of widespread student uncertainty within the University as to writing expectations and standards within particular courses, the Committee recommends that General Faculties Council urge all instructors of University

undergraduate courses to make these expectations and standards clear at the outset of each course so as to minimize uncertainty in the students' approach to their written assignments and examinations.

6. The Committee recommends that General Faculties Council support a proposal by the Department of English to host on this campus a provincial conference on literacy in the fall of 1976.

D. IMPLEMENTATION

1. Because of the serious and continuing nature of the writing problem within the University and the dependence of the value of academic work at the University on continuing policies and practices with respect to the level of undergraduate writing, the Committee recommends that General Faculties Council establish a standing committee to undertake a continuing review of the state of writing skills in the University and, further, to monitor the related matter of the reading competence of undergraduates, with, as its initial task, implementing such of the recommendations of this report as General Faculties Council may assign to it, including suitable communication to relevant agencies outside the University, as provided in Recommendation D2.

2. The Committee recommends that General Faculties Council forward a copy of the foregoing recommendations to those persons, organizations, and agencies of government contained in the attached schedule, accompanied by a notation to the effect that the members of this Committee offer their consultative and advisory services in their personal capacities as may be requested.

The submission of these recommendations completes what the Committee understands to have been its directive from General Faculties Council.

Respectfully submitted,

James F. Forrest
Gerald L. Gall
R. Glenn Martin, Chm.
Tim McRory
William H. Vanden Born

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of October 26, 1976

2:00 - 4:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. Abu-Laban, R. F. Anderson, S. V. Au, W. A. Blanchard, E. D. Blodgett, M. P. Browne, J. Bullard, A. D. Cairns, A. A. Carlson, C. A. Colter, J. A. Creore, H. W. Cummins, R. J. E. d'Alquen, J. J. Delehanty, O. P. Dickason, M. V. Dimic, W. Eastman, M. Faulkes-Jendyk, R. Frucht, L. C. Green, R. T. Harrison, R. P. Heron, R. R. Hett, D. Jackel, H. J. Jones, L. W. Kennedy, L. E. Larson, E. Lechelt, J. C. MacKenzie, G. Marahrens, L. N. McKill, R. J. Middleditch, J. Montgomery, R. M. Nielsen, J. O. Orrell, T. M. S. Priestly, E. Reinhold, P. A. Robberecht, B. L. Rochet, P. A. Rolland, M. Sasonkin, R. C. Shank, R. A. Shiner, R. C. Smith, R. A. Stangeland, P. Sullivan, M. Waida, J. R. Wilson.

1. Minutes of Arts Faculty Council Meeting of August 31, 1976
On a motion by Professor Nielsen, seconded by Professor Smith, the Minutes were adopted as circulated.

2. Executive Report: Meetings of September 16 and October 7, 1976
[The Report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

2.1 Additions to the Report: Committee Memberships

2.1.1 Executive Council: Departmental Nominations
History: O.P. Dickason, R. R. Hett and D. J. Moss.

2.1.2 Canadian Studies Committee
The Curriculum Committee nominated Professor R. T. Harrison of the Department of English to serve as its representative on the Canadian Studies Committee (in accord with Council's May 1972 legislation that "a continuing member is to be appointed from the Curriculum Committee").

2.1.3 Standing Committee on Film
The Committee selected Professor S. H. Arnold of the Department of Comparative Literature as its chairman. Professor E. P. Murray of the Department of Political Science is the Vice-Chairman.

2.1.4 East Asian Studies Committee
The Committee, as it is empowered to do, accepted the nomination of Ms. Kim Nelson as a student representative for 1976-77. Ms. Nelson is a 4th year student in the B.A. Special (Asian Studies) program and in her third year of Japanese language.

2.2 Deletion from the Report: Honors Committee
The name of the student representative from the Department of Classics was deleted from the Honors Committee membership list, Mr. Hudson having withdrawn from the Honors program.

2.3 Items Removed for Separate Consideration

2.3.1 External Representation on Council: Department of Linguistics
The Executive's recommendation was put to Council on a motion

by Professor Frucht, seconded by Professor Reinhold,

> THAT the Department of Linguistics be given a continuing place on the Councils of the Faculty.

Dean Baldwin explained that the move reflected a very positive desire on the part of the Department of Linguistics to have closer relationships with the linguists in Arts Faculty. The Dean added that it seemed logical that a department which offers a B.A. should be represented on Council.

Motion carried.

2.3.2 Selection Committee for Chairman, Department of Religious Studies: Election of Three Staff Members

A slate drawn up by the Executive was automatically in nomination before Council.

From the Dept. of Religious Studies (one to be elected)	From the Faculty-at-large (two to be elected)
K. D. Prithipaul	H. B. Barclay, Anthropology
M. Waida	M. V. Dimic, Comparative Literature
	G. K. Hirabayashi, Sociology
	R. C. Smith, Classics

It was moved by Professor Sasonkin, seconded by Professor Nielsen, THAT nominations cease.

Motion carried (election to be conducted by Faculty-wide ballot).

2.3.3 Selection Committee for Chairman, Department of Slavic Languages

A. Election of Three Staff Members

A slate drawn up by the Executive was automatically in nomination before Council.

From the Dept. of Slavic Languages (two to be elected)	From the Faculty-at-large (one to be elected)
K. T. Holden	M. Prokop, Germanic Languages
B. Medwidsky	I. Rudnytsky, History
O. Zujewskyj	J. R. Wilson, Classics

It was moved by Professor Green, seconded by Professor Smith, THAT nominations cease.

Motion carried (election to be conducted by Faculty-wide ballot).

B. Student Representation

The Chairman of Slavic Languages having reported that no nominations were received from within the Department, it was moved by Professor Dimic, seconded by Professor Rochet,

THAT this item be tabled until Council has an opportunity to consider item 7.2 of the agenda, which is addressed to this issue.

Motion carried.

It was then moved by Professor Orrell, seconded by Professor Sasonkin,

THAT the Executive Committee Report be approved by Council.

Motion carried.

3. Fall Graduands

[The joint report of the Honors and Academic Standing Committees having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

3.1 Graduands

Two additions were made to the list of students recommended for the B.A. (General) degree:

CHAN, Iny Edwige Yin Mei

SUGDEN, Richard Wayne.

It was moved by Professor Nielsen, seconded by Professor Colter,

THAT the recommendations of the Honors Committee concerning Fall Graduands be accepted by Council.

Motion carried.

It was moved by Professor Smith, seconded by Professor Reinhold,

THAT the recommendations of the Committee on Academic Standing concerning Fall Graduands be accepted by Council.

Motion carried.

3.2 Special Cases

It was moved by Professor Smith, seconded by Professor B. R. Abu-Laban,

THAT the recommendations of the Committee on Academic Standing concerning four special cases be accepted by Council (p.4 of report).

Motion carried.

3.3 Failures

The names of two students who failed to meet degree requirements were reported in confidence for Council's information.

4. Student Membership on Faculty Committees

Faculty legislation stipulates that students elected to Arts Council shall constitute the nominating body for student membership on the standing committees of the Faculty (excepting the Canadian Studies, East Asian Studies, Honors and Library Committees, where students are drawn from the individual program and/or department). There being no submissions from the student nominating body as a whole (deadline: October meeting of Council), these slots will remain vacant for the 1976-77 academic year.

Note: i) Council declined to accept individual proposals from two members of the student core group (the one having nominated himself for appointment to three standing committees, and the second having nominated two other students), these being in clear violation of Faculty procedures which are designed to ensure a degree of selection in the nominations by an elected group of representative students.

ii) Regrets having been expressed about the continuing lack of response from the student constituency, Dean Baldwin reported for Council's information that there was a movement afoot by a group of students to establish an Arts Faculty Students' Association, so that the situation may improve next year.

5. Makeup of Staff Selection Committees
Section 5.07 of the Staff Agreement stipulates that each Faculty shall have a selection committee advisory to the Dean on appointments to the staff and that, unless otherwise provided by a Faculty Council, its composition shall be as follows: (a) Dean or Associate Dean as chairman; (b) the department chairman affected; (c) "one or two members of the department affected selected by the department according to procedures approved by the Faculty Council"; (d) "one or two members of the staff selected by the Faculty Council according to procedures established by it." The Department Chairmen proposed certain modifications in the composition of the selection committees, their proposal being put to Council on a motion by Professor Creore, seconded by Professor Smith,

THAT the makeup of an advisory committee for appointments at all ranks be as follows (the rationale being noted in parentheses):

1) Department Chairman as chairman of the committee
(places the initiative in the hands of the person (a) most vitally interested in getting the job done and (b) closest to the screening process and needs of the department).

2) Associate Dean as non-voting member
(allows for Faculty observation of the conduct of the committee where University policies are concerned; provides for representation of Faculty experience; and contributes to ease of communication with the Dean, who has final appointment authority).

3) One departmental representative selected by the chairman from a panel of staff elected in a number and according to procedures determined by each department, with provision for the addition of another from the panel, at the discretion of the Dean, when special circumstances prevail
(provides for staff participation and availability of appropriate expertise at departmental level; allows also for expansion of the committee when, for example, full professors are being appointed or departmental opinion is divided).

4) One Faculty representative from outside the department concerned nominated by the chairman for approval by the Dean, with provision for the addition of another, at the discretion of the Dean, when special circumstances prevail
(provides for outside views to be represented; and allows for

expansion in the interests of a balanced committee or, for example, when there are interdisciplinary ramifications).

The initial question concerned item (2), Dean Baldwin being asked to comment on the proposal that an Associate Dean be a non-voting member of the Committee. Dean Baldwin replied that he and his associates concurred in this proposal. The appointment of an Associate Dean provided for the input of Faculty experience on the committee, and constituted one form of advice to the Dean when the committee reported. Dean Baldwin added that non-voting status seemed to be appropriate for the Faculty Office delegate because final appointment authority was retained by the Dean.

It was then observed that, whereas the new committee makeup was intended to give staff (not merely administration) participation in the selection process, the end result was that Department Chairmen would have some control over every aspect of the selection process. The debate centred on item (3) of the proposed committee membership, Council's attention being focused on the procedures by which the departmental representative(s) were to be selected. Spokesmen for the Department Chairmen explained that, in their view, the question of specialization and expertise was the most important criterion in the selection of the departmental representative. They favoured the use of a panel because it would enable the chairman to draw from that body the staff member best equipped to evaluate a given candidate's research activities and publications. The panel could be so structured, for example, that the Department of Romance Languages would have adequate representation from each of its four divisions (French, Italian, Spanish, and Romance Linguistics). Notwithstanding this rationale and the fact that each department would have autonomy in determining the number and procedures for election of the panel, some members of Council continued to be uneasy about the proposal because of the "potential for concentration of power in the hands of the Department Chairmen." They pointed out that, whereas the panel would be elected by the department, the selection of the individual departmental representative from that panel was left to the chairman's discretion. They noted also that under item (4) the chairman was empowered to select an extra-departmental representative.

In light of the division of opinion, an amendment was moved by Professor d'Alquen, seconded by Professor Shiner,

> THAT item (3) be revised to read as follows (changes underlined): One departmental representative to be elected by the department according to procedures determined by each department, with provision for the election of another representative at the discretion of the Dean when special circumstances prevail.

Amendment carried.

A second amendment was then moved by Professor Shiner, seconded by Professor Wilson,

> THAT item (4) be revised to read as follows (changes underlined): One Faculty representative from outside the department concerned nominated by the department according to procedures determined by each department for approval by the Dean, with provision for the addition of another, at the discretion of the Dean, when special circumstances prevail.

Amendment carried.

It was then observed that whereas the intention may have been simply to provide a more democratically constituted selection committee, the thrust of the amendments (though not explicitly stated) was that a new committee be struck for each and every appointment. Council was asked to bear in mind that this was a significant departure from the Department Chairmen's proposal and from current Faculty practice, which is that a department in a given year has one selection committee that is dealing with one body of material and making comparisons, etc. Given this interpretation, Professor d'Alquen was prepared to rescind his amendment to permit further discussion. However, a motion to refer was moved by Professor Anderson, seconded by Professor Jones,

> THAT the matter of the proposed advisory selection committee be referred back to the Executive Committee for further consideration and advice for Council in the light of this discussion.

Motion to refer carried.

6. Makeup of Rehearing Committees

Under the provisions of Article 11 of the Staff Agreement, a General Appeals Committee will hear appeals from decisions of Faculty tenure committees not to offer a further appointment upon the termination of a probationary period; and from decisions of Faculty salaries and promotions committees to deny increments, or award increments that are less than a single increment, or deny promotion. The Appeals Committee may, after consideration, deny the appeal (binding) or remit the case to a Faculty Rehearing Committee. It may also "allow" an appeal, in which case the Faculty tenure or salaries committee involved may, within thirty days, require that the case be reheard by a Faculty Rehearing Committee.

Unless a Faculty Council decides otherwise (and records its variations with the Vice-President (Academic) and the AASUA), Rehearing Committees shall be established "as required" on the following lines (Appendix "F" of the Staff Agreement): a Secretary appointed by the President shall convene a meeting at which the staff member concerned and the chairman of the FPC (Dean) or tenure committee (usually an Associate Dean) "shall attempt by mutual agreement to appoint five (5) persons to be members of the Rehearing Committee, at least two (2) of whom shall be members of the same discipline [i.e. department or related discipline in another department] as the staff member. If there be such mutual agreement, the Secretary shall contact the person or persons in question and, if they or some of them agree to serve, the Secretary shall confirm their membership on the Rehearing Committee. Any vacancies in the Rehearing Committee after the procedures [above] shall be filled by election. The staff member and the chairman of the committee concerned shall each nominate persons to fill the vacancies. The Secretary shall confirm the eligibility of the nominees and their willingness to act if elected. The Secretary may also nominate persons to fill the vacancies." All members of Faculty Council may vote, with a seven-day allowance for return of ballot.

Except for the requirement that Rehearing Committees shall consist of five members, at least two of whom shall be members of the staff member's discipline, and that no member of the Committee may also have served on the committee appealed from, Councils may legislate their own variations.

The Executive and the Department Chairmen of the Faculty considered the foregoing procedure to be too "political," involving the choosing of sides and the possibility of lobbying, and clumsy, requiring under certain circumstances Faculty elections at short notice.

The Executive therefore proposed a different structure for Arts Faculty Rehearing Committees, its recommendations being put to Council on a motion by Professor Jones, seconded by Professor Faulkes-Jendyk,

> THAT a Faculty of Arts Rehearing Committee be established in advance of need and that it be modelled on our long-standing procedures for establishing Faculty tenure committees.
>
> 1. That the Faculty elect eight members to constitute a panel on which the Dean can draw for Faculty representation (two) on a given Rehearing Committee; that on the panel there be four from the Fine Arts/Humanities and four from the Social Sciences, one from each group to be selected for service on a given Committee (more or less in rotation, but to the exclusion of panelists from the staff member's department, and with some reference to academic interests and availability), the panelists not to be members of FPC or the Faculty tenure panel; that no more than one from a given department be elected; that nominations in the first instance be made by the Executive Committee, with provision for additions by Council or Executive Council; that the terms of panelists be two years, and that election take place in the fall of the year.
>
> 2. That departmental representatives on a Rehearing Committee (three) normally be elected at the time of departmental elections to tenure committees, for two-year terms; that tenure representatives not be eligible for election to the Rehearing Committee; that an alternate also be elected, to provide for the possibility of appeal by a representative.
>
> 3. That for departments with fewer than ten full-time staff the numbers of representatives be reversed, so that in their case there shall be two departmental representatives and three selected from the Faculty panel (at least one from each of the two groups). N.B. Full-time staff are here defined as tenured or tenurable academic staff, the count to be based on those whose administrative "home" is in a given department.
>
> 4. That for departments with fewer than five full-time staff the numbers of representatives be as in 3. above, but that tenure representatives be eligible for election to the Rehearing Committee (to hear FPC appeals), these to be replaced by Faculty election in the case of tenure rehearings. [This provision for four-person departments will require the approval of the Staff Agreement Interpretation Committee.]

There was virtually no negative reaction to the Executive's proposal, and a series of questions which the Dean raised as possible issues for Council were not seen as difficulties: (a) whether three departmental representatives and two Faculty was the proper distribution of membership; (b) whether the Dean was appropriate as the selector of panelists to serve on a given committee; (c) whether those on departmental tenure committees should be made ineligible for service on the Rehearing Committee even though, in the event, there might be no appeals forthcoming from their own departments.

Motion carried.

7. Procedures Governing Selection of Students for Chairman Selection and Review Committees

7.1 Report of the Election Procedures Committee: Procedures Recommended for use in Departmental Elections

There being no one present from the Election Procedures Committee, it was moved by Professor Smith, seconded by Professor Dimic,

> THAT the Report of the Election Procedures Committee be tabled for another meeting of Council when a member of the Committee can speak to its recommendations.

Motion carried.

7.2 Proposal from Associate Dean Moore: Legislation Governing Faculty-Elected Student Representative

Legislation passed by Arts Council in October 1973 stipulates that all Selection and Review Committees for Chairmen of Departments shall include two students (one undergraduate and one graduate), the one student to be elected by and from within the department concerned and the other to be elected by Council on the nomination of the Executive Committee. In practice this has meant that the Faculty must elect both an undergraduate and graduate student (the one to serve according to the status of the student who is ultimately elected from within the department). Having been directly involved in the student selection process over the past three years, Associate Dean Moore had serious doubts about the practicability and usefulness of the regulations as they concern the Faculty-elected student member. In a memo dated September 16, 1976 he commented as follows.

> There is little difficulty in finding a graduate student from outside the Department who has some knowledge of the Department or the discipline. In several cases, however--especially involving Selection or Review Committees for small Departments--it has been extremely difficult to find an outside undergraduate student who qualifies (Honors, 3rd or 4th yr. B.A. Special, etc.) and who has some familiarity with the Department or discipline. It has taken hours and hours of searching in some cases to find a student and then to persuade him to accept nomination.
>
> Council split the student membership into one student from the Department and one from the Faculty apparently in order to prevent the possibility of a departmental "power block" on these committees. My experience with the Review and Selection Committees has been that power blocks do not form (indeed, it is difficult to get agreement among staff and student members from a Department), that the student

> member elected by the Department participates fully and makes a good contribution, but that the student member elected by the Faculty feels helpless and functions as a "dummy" member.
>
> The regulation stipulating student categories (Honors, 3rd or 4th yr. B.A. Special, etc.) was intended apparently to guarantee some degree of familiarity with the University, Department, and discipline. That same regulation, when applied to an extra-departmental student makes much less sense and we find ourselves asking students who have had one course in the Department. They themselves frequently decline for lack of real interest in the particular Department. The selection of the "Faculty" student has become, therefore, quite arbitrary, one step removed from asking any student in the hall who looks friendly.

Associate Dean Moore's alternative proposal was put to Council on a motion by Professor Dimic, seconded by Professor Marahrens,

> THAT Faculty regulations governing student representation on Chairman Selection and Review Committees be modified so that both student members, graduate and undergraduate, be elected by and from within a given department (rather than one of these being selected and elected by the Faculty-at-large).

It being noted that there were also difficulties at the departmental level in obtaining student representation (ref. item 2.3.3.B above), an amendment was moved by Professor d'Alquen, seconded by Professor MacKenzie,

> THAT the number of students on Chairman Selection and Review Committees be one.

Members speaking against the amendment pointed out that there were in fact a number of departments in which student representation works quite well. They argued that it would be a retrograde step to alter the provision for an undergraduate and a graduate student (if they can be elected).

Amendment defeated.

The vote was taken on the original motion (election of two students, an undergraduate and a graduate, by and from within the department).

Motion carried.

> Note: It was understood that this legislation is not retroactive; i.e. it will not affect any of the sitting committees.

It was then moved by Professor Dimic, seconded by Professor Marahrens,

> THAT in cases where student representation as provided by our procedures has not been possible, in part or in full, the committee shall be deemed to be complete.

Motion carried.

7.3 Selection Committee for Chairman, Department of Slavic Languages: Student Representation [ref. item 2.3.3.B above]

The makeup of the Slavics Selection Committee being now automatically before Council, it was moved by Professor Dimic, seconded by Professor Smith, THAT the two extra-departmental student nominees serve on this Committee (Peter Schubert, graduate student, Comparative Literature; Walter Van De Kleut, B.A. (Special), Philosophy).

Motion carried.

8. Composition of Selection and Review Committees for Dean, Faculty of Arts [reported for information]

At a meeting on May 13, 1975, Arts Council requested that there be added to the membership specified by existing GFC regulations one additional committee member, a department chairman from the Faculty of Arts elected by the department chairmen of the Faculty. The proposal was approved by GFC on October 25, 1976, and, therefore, the Dean's Review Committee which is currently being assembled will have a Chairman added to it (Professor T. M. Nelson of the Department of Psychology having been elected by and from among the Department Chairmen).

9. Adjournment

By general consent, on a motion by Professor Green, seconded by Professor Sasonkin, the meeting was adjourned at 4:00 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT

(Meetings of September 16 and October 7, 1976)

1. Committee/Council Memberships [Reported for information and approval where necessary]

   1.1 Arts Council

   1.1.1 External Representation: Faculty of Education
   The Executive received and approved on behalf of Council the nomination of Dr. G. M. Farmer of the Department of Secondary Education (replacing Dr. A. T. Olson).

   1.1.2 External Representation: Department of Linguistics
   Apropos the August 31 notice to Arts Council (ref. item 1, AFC, 31/8/76), the Executive recommends that the Department of Linguistics be given a place on Council. Assuming approval, the Department will be asked to nominate a staff member.

   1.1.3 Executive Council: Departmental Nominations
   Anthropology: R. Frucht, member (replacing H. T. Lewis)
   Comparative Literature: M. V. Dimic, member
   H. Kreisel, alternate
   Philosophy: A.A. Carlson and W. Eastman (members)
   W.E. Cooper and I. McGilp (alternates).

   1.2 Arts Faculty Representation on GFC
   Elected by Faculty-wide ballot for a two-year term:

   R. G. Motut, Romance Languages.

   1.3 Chairman Selection Committees

   1.3.1 Selection Committee for Chairman, Department of Drama
   Student Representative
   A replacement being required for the external student member of this sitting committee (Rachel B. Major, graduate student, Romance Languages), the Executive confirmed on behalf of Council the appointment of Mr. F. Mensch, graduate student, Comparative Literature.

   1.3.2 Selection Committee for Chairman, Department of Economics
   a. Faculty (duly elected by the full-time members of the Dept.)

   Members: M. F. Bauer
   A. Buse
   T. L. Powrie
   Alternate: K. H. Norrie

   b. Students
   Graduate (elected by the dept.): Sylvia Taylor.
   Undergraduate (Executive nomination): Alejandro Rosato, B.A. (Special) in Anthropology.

   1.3.3 Selection Committee for Chairman, Department of Religious Studies
   a. Faculty
   Religious Studies having an establishment fewer than ten full-time academic staff members, the Department does not select the representatives (GFC Policy Manual, p.199).

The following slate was drawn up by the Executive and, assuming Council's approval, election will be determined by Faculty-wide ballot:

From the Dept. of Religious Studies (one to be elected)	From the Faculty-at-large (two to be elected)
K. D. Prithipaul	H. B. Barclay, Anthropology
M. Waida	M. V. Dimic, Comparative Literature
	G. K. Hirabayashi, Sociology
	R. C. Smith, Classics

The proposed slate guarantees that there will be representation from Religious Studies (there being only two full-time members of the Department who are eligible to stand for election).

b. Students
Undergraduate: Religious Studies does not have a graduate program and the Department will therefore elect an undergraduate representative.

Graduate (Executive nomination): Douglas Carr, Philosophy

1.3.4 Selection Committee for Chairman, Department of Slavic Languages

a. Faculty
Slavic Languages having less than ten full-time academic staff members, the following election slate was drawn up by the Executive:

From the Dept. of Slavic Languages (two to be elected)	From the Faculty-at-large (one to be elected)
K. T. Holden	M. Prokop, Germanic Languages
B. Medwidsky	I. Rudnytsky, History
O. Zujewskyj	J. R. Wilson, Classics.

b. Students: Executive Nominations (one to serve according to the status of the student who is ultimately elected from within the Department)
Graduate: Peter Schubert, Comparative Literature
Undergraduate: Walter Van De Kleut, B.A. (Special) in Philosophy.

1.4 Chairman, Canadian Studies Committee
The Executive received and approved the recommendation of the Canadian Studies Committee that Professor P. A. Robberecht of the Department of Comparative Literature be appointed chairman of the committee (replacing Professor G. Dacks of the Department of Political Science, who is on leave).

1.5 Standing Committee on Film
The creation of this standing committee having been approved by Council, (ref. item 9, AFC, 31/8/76), the Executive appointed the following members:

Art and Design:	P. Darrah
Comparative Literature:	S. Arnold
Drama:	G. B. Peacock
English:	R. Hoffpauir
Philosophy:	A. Carlson
Political Science:	E. P. Murray.

1.6 Honors Committee: Departmental Nominations

a. Faculty

History: B. M. Smith (alternate)
Political Science: J. A. Lejnieks (alternate).

b. Students

Department	Member	Alternate
Anthropology	Robert M. Lewis	Brigitte Blitz
Art and Design	Janet Crockett	Janet Forster
Classics	Clarence Hudson*	Garth D. Clarke
Comparative Literature	-	-
Drama	Pending	
Economics	Harry Hay	-
English	Kevin Lewis	Donna Fehr
Geography	Pat Doyle	Barry Wood
Germanic Languages	D'Arcy Pears	Jane Regehr
History	John Ferris	Adrian Pritchard
Linguistics	-	-
Mathematics	-	-
Music	Carol Derk	-
Philosophy	Sue Campbell	David Checkland
Political Science	Barbara Joan Telford	Sandra Poohkay
Psychology	Jane Clifton	Diane Conway
Religious Studies	-	-
Romance Languages	Meridee Mascherin	-
Slavic Languages	Brian D. Hohol	-
Sociology	Cheryl Hume	Janet Lederer.

1.7 Salaries and Promotions Committee

Elected by Faculty-wide ballot for three-year terms:

E. Egert, Germanic Languages
P. Gallivan, English
A. M. Munn, Music

1.8 Tenure Committee: Faculty Panel

Elected by Faculty-wide ballot for two-year terms:

F. D. Blackley, History
J. A. Lejnieks, Political Science
H. T. Lewis, Anthropology
T. Rolston, Music
J. R. Wilson, Classics.

1.9 ad hoc Committee on Student Counselling

Professor K. R. Cunningham of the Department of Sociology was appointed to the committee as a replacement for Professor G. Kupfer, who is on leave.

*Mr. Hudson subsequently withdrew from the Honors program.

2. 1977 - 78 Calendar Submissions
The Executive approved on behalf of Council the following departmental submissions.

2.1 New Course
Music 431. Band Techniques. *3 (either term, 3L).
Music and practical aspects of band conducting. Prerequisite: A conducting course or substantial conducting experience.

2.2 Change of Course Term
History 278. Correct term to read: First Term, 3-0.
History 279. Correct term to read: Second Term, 3-0.

3. Student Appeals

3.1 Maxine McMurchy
Mrs. McMurchy was recently admitted to the Faculty of Arts with 10 transfer credits: 5 full-course equivalents taken at Grande Prairie Regional College in 1972 - 73, and 5 full-course equivalents completed during her 1973 - 74 enrollment in the U. of A. Faculty of Commerce. She requested transfer credit for 2 additional half-courses -- Sociology 301 and 342--taken in the 1974 - 75 evening session at Grande Prairie (Mrs. McMurchy having at that time commenced employment with the Peace River Regional Planning Commission). The request was denied by the Student Program Office, on the grounds that in her entire program to date (i.e. the 10 transfer credits) only 1-1/2 courses were Faculty of Arts courses taken on this campus (Economics 382 and Political Science 310). In appealing that decision, Mrs. McMurchy explained that she was given a leave of absence from her employment so that she could attend the first term of the 1976 - 77 Winter Session at the U. of A. (at which time she will be taking 6 half-courses), and that she would use her annual vacation to take 2 additional half-courses in the 1977 Summer Session. Assuming satisfactory completion of these courses, Mrs. McMurchy will have a total of 14 credits toward the B.A. (General) degree. Transfer credit for the Sociology courses would thus enable her to receive the degree in the fall of 1977. Lacking that concession, Mrs. McMurchy would have to wait another year and use her 1978 summer vacation to return to Edmonton for one course (her employers having indicated that a further leave of absence would not be granted). In arriving at its decision the Executive took into consideration the extenuating circumstances and noted also that Mrs. McMurchy's academic record was satisfactory.

Appeal upheld.

3.2 Michael E. Archer
Mr. Archer, who is now entering the second year of the B.A. (Special) program, appealed against the decision of the Student Program Office that he be denied degree credit for History 205, a half-course taken in his first year. Mr. Archer having also taken History 201 in his first year (and having received degree credit for this full-year course), the appeal involved two regulations: 1) A student may offer for credit in the B.A. program no more than one full-session or two single-term junior courses in the European History field (Arts Calendar, 44.18); a student may not take a second junior course in the first year in a single discipline (Arts Calendar, 43.1.2(2)a.). The mistake in registration occurred when Mr. Archer made a course change for the second term (dropping Calculus 204 and replacing it with History 205), and the issue was complicated by

seeming inconsistencies in the completion of the Change of Registration form. Mr. Archer, having been invited to appear before the Executive, acknowledged that he was remiss in not having consulted his B.A. (Special) adviser in advance of the change in registration, but said that on the date in question he had rushed to make the course substitution before the expiration of what he had (mistakenly) assumed to be the Faculty deadline. Mr. Archer asked for reconsideration on the grounds that, although he had inadvertently violated Faculty regulations, the unfortunate situation was not entirely his fault. His B.A. (Special) adviser (from whom Mr. Archer sought retroactive approval for the change in registration) did not catch the error, and notification from the Faculty Office was not received until after Mr. Archer had written the final examination in History 205 (in which he received a grade of 7). Mr. Archer's recollection of the sequence of events was verified by his B.A. (Special) adviser. Moreover, it was the Executive's understanding that there was not a substantive overlap in the subject matter of History 201 and 205.

Appeal upheld.

4. Quota Faculties: Implications for the Faculty of Arts

As a consequence of the institution of quotas in the Faculty of Business Administration and Commerce a number of students are seeking entrance to the Faculty of Arts on the basis of reduced admission requirements. The students' argument is that they will eventually transfer into Commerce and that they should not therefore be expected to meet all of the Arts requirements. The Executive reaffirmed existing Faculty policy, namely that any student seeking admission to the Faculty of Arts must comply with the regulations governing B.A. programs, including the requirement of a language other than English.

5. Senate Report on Academic Women: Recommendation #12

> "The Task Force recommends that Deans of Faculties and Directors of Schools take positive action to encourage women students to enter and complete graduate work."

In a letter to Dean Baldwin dated May 19, 1976 the Executive Officer of the Senate, Mr. Neil Henry, asked whether this particular aspect of the status of women was perceived by Arts Faculty as a problem and, if so, what kind of action might be taken. Mr. Henry suggested that the issue be raised within the Faculty in the context of the following questions:

Who does the career counselling?
Who evaluates applications for entry into the graduate program?
Who decides on scholarships, teaching assistantships, etc.?
Are there restrictions on part-time as opposed to full-time study?
Are there other restrictions that may militate against women unnecessarily?
Are there women on the committees that deal with the above?
Has the faculty considered the question of how to attract and encourage more qualified women students?

Dean Baldwin reported that when the matter was raised with the Department Chairmen on October 1 the Chairmen had strenuously objected to these questions, on the grounds that they make the wrong assumptions (i.e. the document assumes that women may be actively discouraged if committees are all male). The Chairmen's view was supported by members of the Executive, who expressed their regret that the Senate appeared to be taking a superficial approach to a very complex issue. It was noted, for example, that the Task Force recommendation does not take into account the extent to which graduate enrollments are dependent upon interaction with other universities (in terms of students coming to the U. of A. from other universities, and U. of A. students electing to take their graduate work elsewhere). In any event, a statistical analysis confirmed that there was no cause for concern within Arts Faculty as a whole insofar as the proportion of male and female students is concerned (although the Dean will, shortly, ask for comment from individual departments in the Social Sciences where distribution seems to be other than the statistical expectation).

ARTS FACULTY HONORS COMMITTEE REPORT - SEPTEMBER 1976

1. Graduands

1.1 Recommended for the degree of Bachelor of Arts with First Class Honors

NAME	SPECIALIZATION
HALDANE, Gail Diane	Slavic Languages (Russian)
PINEAU, Lois Isabel	Philosophy

1.2 Recommended for the degree of Bachelor of Arts with Honors

BALOGH, Michael Douglas	Anthropology
COOPER, Donald George	Art and Design
JAHNS, Colleen Cynthia Carol	Romance Languages (French)
OGRODNICK, Donald Nicholas	Sociology

REPORT OF THE SEPTEMBER 1976 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1. Graduands

1.1 Recommended for the degree of Bachelor of Arts (Special) with Distinction

COLLINS, Mary Ellen
GERLACH, Maxine Wilhelmina
PINCKSTON, Rena Gertrude
SLATER, Craig Hugh
STUDER, Heidi Doris

1.2 Recommended for the degree of Bachelor of Arts (General) with Distinction

ARCHIBALD, Tara Lizbeth
BELINSKY, Sandra Jane
DAWE, Michael John
DUNSEITH, Robert C.
NATION, Rosemary Elizabeth
NORDBY, Margaret Rendall Craigie
MILLER, David George
ROBINSON, David T.
SCRAGG, Linda Susan
STEPHURE, Meredith Marguerite
WALLACE, Victoria Marie
WOODWARD, Lynne Jane

1.3 Recommended for the degree of Bachelor of Arts (Special)

BIOLLO, Lorrina Eveline Marie
CLARK, Charles Hugh
FUNK, Roy Henry
GORHAM, Arthur Raymond
HAIGH, Richard James
KOSS, Sharon Gail
LANE, Barbara Ann Louise
LUNIW, Patricia Ann
PACHAL, Linda Martha
SEARLE, Linda Marie
SPANDIER, Donald Jay

1.4 Recommended for the Special Certificate (equivalence of B.A. Special)

MacINNIS, Larry Alan

1.5 Recommended for the degree of Bachelor of Arts (Canadian Studies)

HAWKINS, Jill Bonnycastle

1.6 Recommended for the degree of Bachelor of Arts (General Program)

ANAGNOSTOPOULOS, Panagoula Helen
BAINEY, Linda G.N.
BARBEAU, Marc A.
BEAN, Terry Allan
BELL, Cathryn M.
BERNARD, Elaine
BLUE, Mary Joanne
BOHM, Barbara
BOONE, Melody Lloy
BRENNAN, Dennis William
BRICKER, Brian Gardiner
BRISEBOIS, Corinne M.
BURTON, Mildred Faye
CAMPBELL, John Bell
CARLSON, Debra Millie
CAVANAGH, Gerard Joseph
CAWKER, Monty Edgar
CHAN, Iny Edwige Yin Mei
CHECK, David George
CRUMP, Cathryn Mae
DUDLEY, Samuel Henry
DUNBAR, Cheryl Ina
EBY, Patricia Gene
ELLIOT, David Andrew
FEHLER, Wolfgang Peter Winfried
FORSTER, John David
FOSTER, Thomas Grant
FRASER, Flora Patricia
FREEMAN, Dawna D. M.
GARRY, Robert Gordon
GIBSON, William Donald
GILLESPIE, Marilyn J.
GLEAVE, Teresa M.
GOETZ, Waltraud
GRAHAM, Charles David C.
GREEN, Winston Curley
GULUTSAN, Lona Marie
GUSTAFSON, Harold Gunnar
HANNAN, Brendan M.
HAWKSHAW, Richard Alan P.
HAYNES, Julia Patricia Eldorna
HEGI, Thomas Mitchell
HESTBAK, Bradley Ross
HILL, Robert Clarke
HORNE, Glenn Harold
HOYLE, Sheila Ann
JENSEN, Roger William
JOHNSON, Julius Olander
KING, Paul William
KNIGHT, Mabel Florence
KNISELY, Dale Merlyn
KRAVETZ, Georgina J.
KULAK, Valerie Ann
LAM, Duncan Yui-Ki
LANGFORD, Marion Rosalie
LAZIN, Gregory Cornel
LO, Shi Ki Thomas
LOWE, Ann Deirdre
LUK, Chuen-Fuk Albert
MacDONALD, Norman Alexander
MACIBORSKI, David Walter
MADILL, Maureen Louise
MATHESON, J. Douglas
MAYHEW, Catherine Ann
McCALLUM, John Arthur
McINTOSH, Alexander Frazer
McKITRICK, Almira Anne

Addition (Exec. 16/11/76): BIGGS, Dwight

Recommended for the degree of Bachelor of Arts (General Program) - continued

McLEOD, Melody Jane
McMANN, Donald John
McNEELY, Philip Donald
MILLER, Douglas Richard
MILLER, Gwendolyn Eldora
MONTGOMERIE, Ian Alistair
MOSER, Marie Lucienne
MOXON, Myra Jane
MULKA, Judith Anne
MUNSEY, Donna Marie
NAKONECHNY, Helen J.
NURME, Simo John
OLEKSHY, Albina
PANKRATZ, Charles Victor
PIROT, Thelma Mabel
READ, Jane Elizabeth
RICHARDSON, Robert Peter
RIVERS, Muriel Carolyn
ROSCOE, Donna Joyce
ROSYCHUK, Bryan Nelson
SAVAGE, Robin George
SCANLON, Joanne M.
SHAFIR, Esther Faye
SHEWCHUK, Judith Susanne
SINCLAIR, James Victor
SINCLAIR, William
SLAYMAKER, John Charles
SPENCE, Sheila Maureen
STANDEN, Jeffrey Lawrence
STARR, Diane Iva
STEEN, Raymond Walter
STELCK, Leland Bruce
SUGDEN, Richard Wayne
THOMAS, Leslie Kim
TREMBLAY, Gloria Jean
WALKER, Kenneth George
WALLIS, Michael John
WALTER, Arnold James
WHITSON, Kathleen May
WILKINS, Earl Francis
WOLOSHYN, Dennis Stanley
WONG, Cathryn Ann
WOOD, Susan Elizabeth
YUEN, Eddy Nap Kie
YUEN, Yu Shun

1.7 Recommended for the degree of Bachelor of Music

CAREFOOT, Marianne Elizabeth
CLARKE, Alan Edward James
HALLAM, Robert John
SCHMIDT, Donna Irene

1.8 Recommended for the degree of Bachelor of Fine Arts

JOHNSTON, Barbara L. (Art & Design)
PREFONTAINE, Linda Anne (Art & Design)

ADDENDUM

The Committee on Academic Standing checked the records of the following Collège Universitaire St. Jean students at the request of Dean F.J. McMahon and recommends them for the degree indicated:

Bachelor of Arts (General Program)

GAULIN, Marie-France
LAVERTU, Pierrette Marie
SEAMAN, Rosemary Ayton

SPECIAL CASES

BARBER, Terrence M. - The CAS recommends that he be granted the B.A. (Special) in History, notwithstanding an extra half-course in his principal subject of concentration. This concession was recommended by his program advisor.

FAILLE, Carmen H. - The CAS recommends that she receive her degree in the General program, notwithstanding the fact that she has extended her principal area of concentration by a half-course as the result of taking an "extra-faculty" option in Educational Psychology.

GIBBS, Karen A. - The CAS recommends that she receive her degree in the General program, notwithstanding the fact that she has only half of the full-course requirement in her second science.

MURRAY, Heather L. - The CAS recommends that she receive her degree in the General program, notwithstanding the fact that she has only 2½ of the required 3 courses in her second area of concentration.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (Special)

KIMMERLY, Bernadette Anne - lacks ½ year course as a result of failed supplemental

B.A. (General)

BUNDZIAK, Roman - failed full term course

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of November 30, 1976

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, R. F. Anderson, M. I. Asch, V. A. Becker, E. D. Blodgett, M. P. Browne, J. A. Carter, C. K. A. Colter, J. A. Creore, H. W. Cummins, O. P. Dickason, W. Eastman, M. Faulkes-Jendyk, J. E. Foster, L. C. Green, R. P. Heron, D. Jackel, H. J. Jones, W. J. Jones, W. Jungkind, L. W. Kennedy, H. Kreisel, J. C. Mackenzie, G. Marahrens, L. M. Marckworth, R. J. Middleditch, L. P. Morgan, C. H. Moore, T. M. Nelson, R. M. Nielsen, J. O. Orrell, G. B. Peacock, T. M. S. Priestly, S. Rees, E. Reinhold, B. L. Rochet, P. A. Rolland, M. Sasonkin, R. A. Shiner, O. F. G. Sitwell, R. C. Smith, R. A. Stangeland, R. G. Whitinger, B. W. Wilkinson, C. R. Wilson, J. R. Wilson.

1. Welcome to New Members
Two new members of Council were welcomed by Dean Baldwin: Professor M. L. Marckworth, the first representative from the Department of Linguistics, and Professor W. Jungkind of the Department of Art and Design (replacing Professor R. Silvester).

2. Agenda Addition [ref. item 4. below]
Council agreed to introduce at an early stage in the order of business the topic of the chairmen's proposal concerning the governing structure of the University (the motion to modify the agenda having been moved by Professor Green, seconded by Professor Asch, and carried by the required 2/3's majority).

3. Minutes of the Meeting of October 26, 1976
On a motion by Professor Sasonkin, seconded by Professor Nielsen, the Minutes were adopted as circulated.

4. Chairmen's Proposal for Reorganization of the University's Governing Structure
Notice having been given at the start of the meeting (ref. item 2. above), the following motion was moved by Professor Green, seconded by Professor Cummins:

> This Council, convinced of the value of the contribution to be made to the academic development and organization of the University by both the General Faculties Council and the Faculty Councils, rejects the questionnaire sent out by a non-statutory ad hoc body, even though self-described as an *ex officio* committee, which leaves no opportunity for a negative answer; it further rejects the entire philosophy, contrary to the Universities Act and modern democratic trends of University administration, on which this questionnaire is based.

The motion referred to a recent proposal by the Executive of the Committee of Department Chairmen of the University which recommended, in part, "that the main administrative, decision-making responsibility under the Board of Governors be vested in first, the President of the University and the three Vice-Presidents; second, the Deans of the Faculties and third, the Department Chairmen. . . .that the President and Vice-Presidents would work with and rely upon two main committees: a Council of Deans and a University Council of Department Chairmen. . . .that General Faculties Council be retained primarily as an influential internal university forum, meeting perhaps twice or three times a year, but without any direct administrative authority or responsibility for the conduct of the University affairs. . . .that all other existing University committees of a standing or *ad hoc* nature presently reporting to GFC, the President, Vice-Presidents or Deans' Council *be reviewed* in the light of this new organizational structure."

The Association of Academic Staff of the University (AASUA) urged that all full-time faculty members not vote on this proposal, because it "presents only one side of a real problem of serious concern to the University community" and "a balanced discussion of the issues is essential to rational decision making." The AASUA circular stated also that "the 'ballot' allows an unambiguous vote in favour of the proposal by checking a box but does not allow a negative vote except by writing comments which then become subject to interpretation," and that "the proposal was developed by a small *ad hoc* group of academic staff who propose to record and interpret the result of the 'ballot' as the definitive opinion of the faculty."

Council members who voiced opposition to the document did so largely on the grounds noted in the motion and in the AASUA circular. It was also argued that the proposal was contrary to the existing Universities Act, and that in any event the present governing structure (i.e. GFC and Faculty Councils) was working reasonably well. On the other hand, representatives of the Department Chairmen contended that the existing structure was not a truly representative vehicle because there was, in their view, inadequate representation of the departments (on the grounds that GFC members, both faculty and students, tend to voice individual rather than departmental opinion). Council was also advised that the chairmen's committee to reexamine the university structure was formed in consultation with the President and that the proposal now being circulated was intended to stimulate discussion, on the assumption that the Universities Act would be coming up for review and that there was some dissatisfaction with current governing procedures.

It being noted that the motion contained two parts--the one being an objection to the manner in which the chairmen's document was put to the University community, and the other being an objection to the substance of the proposal--the chair acceded to a request that the *question* be *divided*.

The question was put on part one of the motion ("This Council. . .negative answer").

Motion carried.

The question was put on part two of the motion ("it further rejects. . .is based").

Motion carried.

Dean Baldwin having asked Council where it wished the motion to be directed, it was moved by Professor Green, seconded by Professor J. R. Wilson,

> THAT this resolution be forwarded to the Committee of Department Chairmen, the President, the Secretary of GFC, all Deans, the AASUA, *The Gateway* and *Folio*.

An amendment was moved by Professor Marahrens, seconded by Professor Wilkinson,

> THAT (in sending the motion to the above-noted) the vote be recorded.

Those who favoured the amendment argued that the tabulation would put in perspective the number voting on the motion vis-a-vis the total complement of the Faculty. On the other hand, it was argued that Arts Executive Council is a duly constituted representative body of the Faculty, that the motion just passed represented the sentiment of a majority of those present (and was therefore no different from any other motion passed by AEC), and that Council had not in the past made a practice of reporting its vote to outside bodies.

Amendment defeated.

Motion carried.

Note: The matter of directing the motion to the editors of The Gateway and Folio was voted on separately (and was adopted as noted above).

5. Report of the ad hoc Committee on Student Counselling

[Professor R. Davis of Student Counselling Services, who is not a member of Arts Faculty but who agreed to serve on the ad hoc committee, was present for the discussion of the report, a copy of which is attached to the official Minutes.]

Item 9 of the agenda having been brought forward by general agreement, Council was reminded that in December 1975 the Executive recommended (and Council agreed) that an ad hoc committee be established to identify for the Faculty the components of problems pertaining to the effective counselling of students (particularly, though not exclusively, first-year students in the general program), and to propose a mechanism to find solutions to the problems. On receiving the initial report, the Executive found that the ad hoc committee had considerably exceeded its terms of reference, the committee having defined the problem and having itself proposed a set of solutions (in the view of some members of the Executive, a very elaborate set of solutions). The first report was therefore referred back to the committee with the recommendation that it return to the original frame of reference.

The ad hoc committee having reemerged with a proposal for a Faculty structure to deal with problems in student counselling, its recommendation was put to Council on a motion by Professor Smith, seconded by Professor Nielsen,

> THAT a Standing Committee on Counselling be established, its membership to consist of one representative from each division of the Faculty of Arts (Humanities, Fine Arts, and Social Sciences), a representative from Student Counselling Services, and a represenatative from the Dean's Office, with provision for student representation strongly urged. The terms of reference of this committee shall be to investigate student needs for academic advice on a continuing basis, and to devise methods for meeting those needs.

Questions were asked about the role of the proposed standing committee and whether or not any other mechanisms were considered. In response, Professor Davis said that because student needs and problems in communication may change over a given period of time, it was felt that an ongoing committee would be in the best position to evaluate those needs and problems and to submit recommendations on the kinds of academic advisement that may be required from year to year. A standing committee might, for example, undertake an annual survey of B.A. (General) graduates to see how, in retrospect, they viewed the program, what kinds of problems they experienced en route to the degree, what kinds of counselling were most helpful, etc. A similar poll might be taken of Faculty members, to determine how they perceive students' needs and problems in communication.

Some members expressed disappointment that the proposal did not provide an immediate remedy. However, it was recognized that the issue of counselling is a complex one, in terms of the scope of the liberal arts program, the size of the enrollment, and the diverse needs of the generalist student. It was therefore argued that the difficulties in communication are not likely to be solved by any one particular proposal, but that a standing committee was an appropriate step in a continuing process of evaluation.

Motion carried.

It was understood that the Executive will return to Council in due course with a list of appointments to the Standing Committee on Counselling, and that the first report of the ad hoc committee (which addresses itself specifically to the matter of departmental counselling) will be made available to the new committee. A number of individual concerns were also suggested for the standing committee's consideration.

a. The authoritarian structure and bureaucracy which the University presents (from the students' point of view), particularly at registration.

b. The difficulties experienced by many generalist students when they attempt to make their own selection of the broad range of courses that are available in the B.A. program. (Reference was made to generalist students who may later decide to take a fourth year of specialization, only to find that they do not have the necessary prerequisites.)

c. A concern that the students who most need counselling are not always the ones who approach the Faculty Office (involving the issue whether or not counselling should be compulsory).

d. The need to examine the kinds of information made available to students (say, for example, the extent to which counselling involves educational and vocational development; whether or not information that is disseminated by, say, the Students' Union may be at variance with certain Faculty guidelines, etc.).

e. The need to make the Calendar more meaningful for students. (There was a suggestion that the new standing committee may wish to establish some sort of liaison with the Faculty's Course and Calendar Change Committee.)

6. Executive Report

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Item 3.3 of the report was removed for separate consideration, a slate for Faculty-wide vote on a Rehearing Committee panel being automatically in nomination.

Fine Arts/Humanities (4)	Social Sciences (4)
M. V. Dimic, Comparative Literature	H. B. Barclay, Anthropology
M. Faulkes-Jendyk, Drama	L. Craig, Political Science
B. L. Harris, Music	F. A. de Luna, History
D. J. Langdon, Romance Languages	W. Eastman, Philosophy
J. Moore, Art and Design	S. D. Lewis, Economics
M. Prokop, Germanic Languages	P. Runquist, Psychology
A. M. Small, Classics	R. A. Silverman, Sociology
M. D. Wilkie, English	M. Waida, Religious Studies

It was moved by Professor Blodgett, seconded by Professor Priestly,

THAT nominations cease.

Motion carried
(election to follow).

It was moved by Professor Nielsen, seconded by Professor Colter,

THAT the Executive Report be approved by Council.

Motion carried.

7. Arts Faculty Replacement on General Faculties Council

A slate drawn up by the Nominating Committee of the Faculty was automatically placed in nomination, two candidates having agreed to contest the vacancy created by Professor F. C. Engelmann's departure on leave (six-month term: January 1 - June 30, 1977).

J. A. Lejnieks, Political Science
E. Mozejko, Comparative Literature.

It was moved by Professor Green, seconded by Professor Asch,

THAT nominations cease.

Motion carried
(election to be conducted
by Faculty-wide ballot).

8. Procedures Recommended for Use in Elections of Student Representatives to Chairman Selection and Review Committees

On behalf of the Standing Committee on Election Procedures it was moved by Professor Asch, seconded by Professor Nielsen, THAT Arts Faculty adopt the following set of procedures:

1. An announcement should be made of the forthcoming election in all classes of the department. As well, a copy of the announcement should be posted on the departmental bulletin board. The announcement should contain information on
   (a) procedures to be used in making nominations and running the election
   (b) who is eligible to participate in nominations and election
   (c) duties of the office of a member of the Chairman's Selection or Review Committee.
2. The following procedures are to be used in nominating and balloting.
   (a) Nomination forms and ballots should be placed in the departmental

office where students can pick them up during office hours.

(b) The collection of nomination forms and ballots, as well, should take place in the departmental office.

(c) Balloting should take place over a consecutive two-day period, with the ballot box sealed when the office closes for the day. As well, nominations should take place over at least a consecutive two-day period.

(d) Where possible, there should be a week's interval between the announcement of the nominees and the election. During this time, a second announcement of the election could be made to classes.

(e) Nominations should be in written form and contain the written consent of the nominee. As well, nominations may be in a self-nominating form.

(f) A list of eligible voters should be drawn up from departmental files (this only being possible, however, in the case of Honors, Graduate and B.A. Special students).

(g) The eligibility of balloters will be checked against this list by a scrutineer (who may be either a departmental member of the non-academic staff or a student) and, upon voting, their names checked off against this list.

(h) Each ballot must be placed in an envelope before being deposited in the ballot box.

(i) In cases where the balloter's name does not appear on the eligibility list, the scrutineer can call over to the Faculty Office to check on the student's eligibility before voting and add his name to the list. However, to avoid calling over to the Faculty for each individual, a double envelope system may be used in which the voter's name is placed on the outside of the outer envelope. In this way, the scrutineer will be able to check all the names not appearing on the eligibility list at the same time. When the scrutineer is satisfied that the individual is eligible to participate, his name is added to the list and the inner envelope which contains his vote is placed in the ballot box.

(j) Votes must be tabulated by at least two persons, one of whom must be a student representative.

(k) Results of the election must be posted on the departmental bulletin board.

(l) No materials concerning the election may be destroyed until after the election has been certified by the Arts Faculty Executive Council (this generally occurs as part of an omnibus motion at the beginning of a monthly meeting of the A.F.E.C.).

Professor Asch explained that the recommendations had evolved out of his Committee's experience with these elections since 1974. The procedures now before Council were tested on an ad hoc basis in the past year and were workable. The Election Procedures Committee was therefore proposing that they be adopted as a standard set of procedures to be followed within the Faculty.

In the discussion which followed it was noted for information and clarification that the intent of item 2(j) is that the votes will be tabulated at the departmental level and that the "student representative" will be a student from within a given department.

An amendment was then moved by Mr. Carter, seconded by Professor Priestly,

> THAT the proposed procedures be modified to allow for a second call for nominations, if at the end of the initial two-day nominating period no names have been received from the student constituency.

Amendment carried.
Motion, as amended, carried.

Note: i) It was understood that the two-day period required for a second call for nominations will be deducted from the one-week interval noted under 2(d) above (that is to say, there will be no displacement of the normal two-week time span for the announcement and completion of these elections).

ii) The Election Procedures Committee will review and report at a later date on a suggestion that the procedures be further modified to provide for separate elections of the two student members (one graduate and one undergraduate) from a given department, so that each student constituency will elect its own representative. (At the present time one election is conducted, the graduate and undergraduate receiving the highest number of votes being the successful candidates.)

9. Executive Proposal: Makeup of Advisory Staff Selection Committees

[The Executive proposal having been circulated in advance of the meeting, a copy is attached to the official Minutes only.]

Council referred back to the Executive Committee of the Faculty, for consideration and advice in light of Council's discussion of October 26, the proposal of the department chairmen that staff selection committees have a composition different from that specified in Section 5.07 of the Staff Agreement (where it is stipulated that a Faculty Council may, if it sees fit, "provide otherwise" for the makeup of such committees).

The Executive's proposal was put to Council on a motion by Professor H. J. Jones, seconded by Associate Dean Abu-Laban (the rationale for the proposal being contained in the statement before Council).

Proposed Advisory Selection Committee
(for appointments at all ranks)

Department Chairman as chairman of the Committee.

Associate Dean as non-voting member.

One departmental representative selected according to procedures approved by the department concerned (and recorded with the Dean), with provision for the addition of another (as warranted, in the judgment of the Dean, by special circumstances), the additional representative to be selected by like means.

One Faculty representative from outside the department selected by the department concerned according to procedures approved by it (and recorded with the Dean), with provision for the addition of another (as warranted, in the judgment of the Dean, by special circumstances), the additional representative to be selected by like means.

Responding to a question from the floor of Council, Dean Baldwin said that the proposed format ruled out the possibility of a department chairman appointing a representative to the committee (in lieu of, say, a general election), unless the chairman is specifically authorized to do so by his or her department.

Motion carried
(acceptance of Executive proposal)

10. Report of the Committee on Academic Standing: GPA Required for Distinction

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The submission was in response to a request from Council that the CAS provide additional information in support of its earlier recommendation for a raising of the grade-point average required for the award of Distinction (ref. item 7, AFC, 31/8/76). The material was taken from the Alberta Data Book 1975-76 and included a profile of departmental marking patterns within the Faculty. On the basis of the additional data it was moved by Professor Smith (Chairman of the CAS), seconded by Professor Nielsen, that

1. The General Faculties Council be requested to allow the Faculty of Arts to raise the grade-point average required for the award of Distinction for B.A. (General) and B.A. (Special) graduates from 7.5 to 7.8.
2. The average required for the award be reconsidered by the Faculty whenever the total awards for the past year were fewer than 5.5 or more than 10 per cent or whenever similar changes in marking patterns became apparent.
3. The various departments of the Faculty discuss the present marking patterns in the light of their own practices.
4. The Office of Institutional Research and Planning be commended for its collection of data and be requested to add the percentage of withdrawals to its next survey.
5. The data on marks distribution be annually reported to the Faculty by the Committee on Academic Standing.

Speaking to the motion, Professor Smith said that the basis of the CAS submission was a concern for academic standards and the meaning of the term "distinction" in relation to the past history of the Faculty. Council's attention was drawn to Table B of the report, which showed a significant rise in the percentage of graduates earning the award of Distinction in the period 1969-70 (5.9%) to 1975-76 (14.4%). In light of these statistics it was the view of the CAS that the degree of Distinction should require a higher GPA, to increase its validity and its meaning (it being noted that if in 1975-76 a GPA of 7.8 was used as a criterion of Distinction, 7.5% of the graduands would receive this award).

In the debate which followed it was pointed out that one should not necessarily interpret Table B as giving evidence of a general inflation of grades throughout the Faculty, when, in fact, the accompanying departmental profile (Tables A & C) showed a considerable variation among departments in the upper and lower levels of marking. On this basis it was argued that a raising of the GPA for Distinction would be a disservice to those departments that maintained a relatively consistent grading pattern in the period in question (and who may be observing more stringent standards than others). An alternative suggestion at this juncture was that the Data Book material be taken back to the departments for review and assessment of the marking in a given discipline in relation to the Faculty as a whole.

The question was put on part one of the motion.

Motion defeated.

In light of the vote on part one, part two of the motion was withdrawn.

The question was put on parts three, four and five of the motion.

Motion carried.

11. Curriculum Committee Reports

11.1 Student-Initiated Courses

[The report having been distributed in advance of the meeting a copy is attached to the official Minutes only.]

On behalf of the Curriculum Committee it was moved by Professor Shiner, seconded by Professor Sasonkin,

> THAT Council approve recommendations one to nine inclusive of the Curriculum Committee Report (the background and rationale being outlined on pp.2 & 3 of the report).

In a discussion of the individual recommendations, the following observations were made.

a. That recommendation eight seemed to imply that the Curriculum Committee had doubts about the quality of student-initiated courses. ("The number of student-initiated courses accepted for degree credit in a student's program should be limited to one full-year course (or equivalent).") The question was raised whether there should be any restriction on the number of student-initiated courses accepted for the degree, if in fact they were of sufficiently high academic calibre to be included among the departmental offerings. In response, Professor Shiner said that the Curriculum Committee was not worried about the academic quality of such courses (the committee having made the same assumptions about the academic quality of student-initiated courses as they would about any other of the Faculty's offerings). The Committee rather felt that student-initiated courses might tend to be on topics somewhat removed from the central core of a particular discipline and for that reason the departments might wish to place some restriction on the number to be permitted for degree credit. The Committee was not, however, wedded to the limitation of one full course, should Council see fit to remove that restriction.

b. That recommendation four was a departure from normal Faculty practice in that it advocated departmental rather than Faculty approval of a specific student-initiated course. ("Approval of any given proposal will be by departmental, rather than Faculty, mechanism. A copy of any approved and offered proposal will be sent to the Faculty Office.") In response, Professor Shiner drew Council's attention to the comments under section four of the report. ("The analogy is with existing conference courses. Once the Faculty has approved such a calendar entry, it does not also approve a specific programme of study under that calendar entry in any given year.") Notwithstanding this explanation, some Council members saw a need for careful monitoring of student-initiated courses, to prevent duplication.

c. That the proposal concerned 400-level courses, which require careful preparation, and that it was therefore difficult to see how teaching staff could be made available on short notice. (p.3, Section 9: ". . .contingency funds exist within the Faculty for providing pairs of hands for late teaching needs. The Committee presumes that a student-initiated course will have the same right of call on those funds as any other course.") Professor Shiner acknowledged that the reference to "pairs of hands" was somewhat inexplicit in the report. The Committee had in mind that the faculty member who was involved in the planning of the proposed 400-level student-initiated course would be assigned to teach the course and would presumably be released from another teaching assignment (say, for example, a junior course). The contingency funds would therefore be applied to fill the gap created by the change in teaching assignments. As a point of clarification Dean Baldwin added that the call on emergency funds was a legitimate one, as long as it was viewed as competitive (which all such claims are). Despite this explanation, some members were concerned that the funding of student-initiated courses could conceivably be at the expense of other courses which are in the mainstream of a department's offerings.

d. That the label "student-initiated courses" was a misnomer because the proposal necessitated a considerable involvement by one or more faculty members in the planning and approval of such courses. It was suggested that, in essence, the proposal meant that students could submit a topic for a course, and that in any event such suggestions can be accommodated within the framework of existing conference courses. The question was therefore raised whether the structure proposed by the Curriculum Committee was really necessary. Professor Shiner replied that his Committee recognized that several departments already have 400-level conference courses. However, Council was asked to bear in mind that the mechanism is not available in all cases. (p.2, section one: "The calendar reveals that, of 27 subjects of concentration in the Faculty, 15 have no such courses. Moreover, the general practice is for such courses to be faculty-initiated. So that *status quo* clearly falls short of what the Committee wishes to recommend.")

An amendment was then moved by Mr. Carter, seconded by Professor Creore,

> THAT recommendation eight be deleted from the Curriculum Committee proposal.

In support of the amendment it was argued that recommendation eight was unnecessary, on the grounds that in the general program the student is unlikely ever to encounter more than one 400-level course and that in the B.A. (Special) and Honors programs the student is in any event under the supervision and control of a given department. The concern about "dilletantish" courses was therefore viewed as somewhat remote. On the other hand, Council was cautioned that the striking of this recommendation would mean, at least in theory, that Honors students in their third and fourth year could propose any number of such courses for incorporation into their program (a number of the departmental Honors programs having one specific Honors seminar, plus several other undefined courses).

In light of the discussion, it was moved by Professor Marahrens, seconded by Professor Green,

> THAT the report on student-initiated courses be referred back to the Curriculum Committee for further study and consultation with departments.

Motion carried
(referral back to Curriculum Committee).

11.2 Subjects of Concentration

11.3 Interdisciplinary and Multidisciplinary Courses: Natural Science

These two reports were deferred for discussion at the next meeting.

12. Honors Committee Report: Residence Requirement

This item was also deferred for discussion at the next meeting.

13. Adjournment

By general consent, on a motion by Professor Sasonkin, seconded by Mr. Carter, the meeting was adjourned at 5:00 p.m.

Chairman.

Recommendations of the Ad Hoc Committee on Counselling

In a statement to Faculty of Arts Council in December, 1973, the Academic Aims and Principles Committee recommended that " . . . especially for students attempting the B.A. (General) degree, as well as for the students attempting the B.A. (Special) degree, a more extensive advisory or counselling system than exists at present be established, for aid in course selection and course changing, and for advice in selecting and following programs, both departmental and interdepartmental.

In pursuance of this objective, the Ad Hoc Committee on Counselling recommends that a Standing Committee on Counselling be established. Its membership should consist of one representative from each division of the Faculty of Arts (Humanities, Fine Arts, and Social Sciences), a representative from Student Counselling Services, and a representative from the Dean's Office, with provision for student representation strongly urged. The terms of this committee shall be to investigate student needs for academic advice on a continuing basis, and to devise methods for meeting these needs.

For the information of this committee, we append our original report.

K. Cunningham, Sociology
R. Davis, Student Counselling Services
D. Haynes, Art and Design
J. MacIntyre, English (Chairman)
J. Panteluk, Romance Languages
R. Pendergast, Economics
V. Stobee, Faculty of Arts

November 8, 1976

Report of the Ad Hoc Committee on Counselling for Students in the Faculty of Arts

The Ad Hoc Committee on Student Counselling has discussed a great many possible ways of making academic counselling available to students in the Faculty of Arts General Programme. We have agreed that such students receive very uneven counselling service, partly because they do not use the services available in the Faculty office (often because ignorant that they are available), partly because they know of no one in the departments of their subjects of concentration to whom they can go. We have also agreed that the problems of counselling students from their first year onward differ from the problems of counselling new students, and that the two groups must be served by different methods. Accordingly, our recommendations have been divided into a set for continuing students, who are most referrable to the departments, and a set for incoming and prospective students, for whom the Faculty as a whole must be responsible. Some subsidiary recommendations involve liaison with Student Counselling Services and the Registrar's Office.

The recommendations which follow, if adopted, will involve members of the academic staff in both occasional and continuing counselling work. The Committee therefore very strongly urges that such work receive the same kind of recognition now given to teaching, publication, and administration when academic advancement is being considered.

I. Continuing Students.

1. At the time of advance registration at the end of their first year, all pass B.A. students are to be encouraged to declare a principal subject of concentration and to receive counselling about their programmes from the department of their principal subject. (Students who are unwilling to commit themselves to a principal subject at this time may call themselves "undecided" and will be referred to the Faculty office for advice.)
2. At the time of advance registration at the end of their second year, all pass B.A. students must declare a principal and second subject of concentration, and receive programme approval from the department of their principal subject.
3. Any student who changes his mind about the subjects of concentration must notify the Faculty by the time of the next registration (in-person or

advance) and receive counselling and programme approval from the new department.

4. To implement the above regulation, each department is to be encouraged to appoint at least one advisor for general programme students, such advisor or advisors to be clearly identified and their names widely publicized before each registration period. The advisor's signature of approval is to be required before the student can register in any courses for the following session.

II. New students.

1. During In-Person registration (Part 2) each freshman student should be interviewed by a counsellor and receive advice about making up his first-year timetable and registration procedures generally. Such counsellors might be senior students trained for the work by an assistant dean, but would be supported by academics from all departments.
2. During the first half-year of his programme, each freshman student should be required to see a counsellor in the Faculty for an in-depth interview to identify problems with the initial programme, and to receive advice and assistance in planning his future work in the Faculty; such an interview would normally take place after about six weeks of the term had passed, but would be required earlier in case of a major change in programme (more than half the original registration).
3. After initial registration and interview, freshman students should be referred to departments for academic advice.

III. Prospective students.

According to the University's High School Liaison Officer, Mr. Parsons, information about the Faculty of Arts is less adequate than that for other faculties, and potential students in this Faculty are more uncertain and bewildered than those planning to enter, for instance, Education or Engineering. He would welcome cooperation and advice from the Faculty about information to be supplied to high schools and potential students, preferably by winter session when he makes most of his visits. In particular, he would welcome new or re-written information leaflets, speakers to accompany or supplement his high school visits, information about the Faculty and its departments for publication in local newspapers, and so on. A look through the very limited information about Arts which he has indicates that it is inadequate and at times inappropriate for school use, and could incorporate much more suitable information in a better form.

IV. Other counselling agencies.

1. The Faculty should keep in touch with changes in the kind of general counselling services provided by Student Counselling, the Registrar's office, and any other agency on campus which gives information to students present and prospective, both to avoid unnecessary duplication and to complement their services.
2. In particular, the Faculty should request these agencies to inform Arts teaching staff by appropriate means about their services and to keep this information up to date.
3. The Faculty should consider establishing and advertising a speakers' bureau of some kind, to supply information to the community about what it offers and does, so that students and their families are more aware of options within the Faculty and will not be utterly dependent upon information and counselling at registration times.

Respectfully submitted,

R. Davis
D. Haynes
G. Kupfer
J. MacIntyre, Chairman
J. Panteluk
R. Pendergast
V. Stobee

May 1976.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT

[Meeting of November 16, 1976]

1. Addition to the list of Fall Graduands [ref. item 3, AEC, 26/10/76]
The Executive approved on behalf of Council the recommendation of the Student Program Office that Mr. Dwight Biggs be added to the list of those eligible to receive the B.A. (General) degree at Fall Convocation.

2. Student Appeals

2.1 Dawn Sharon Bradley, B.A. (Honors), English
Ms. Bradley, having made a change in program from the B.A. (Special) in History to the B.A. (Honors) in English, sought permission to add a third year Honors seminar course after the Faculty deadline. The appeal was supported by her Honors advisor and the course instructor, it being noted that Ms. Bradley will be required to do all of the necessary makeup in assignments, etc.

Appeal upheld.

2.2 Lily Borchenko, B.A. (Honors), Sociology

2.3 Terry Alan Leer, B.A. (Special), Germanic Languages
Both students sought permission to make a change in course registration from "audit" to "credit" after expiration of the Faculty deadline, their appeals being based, in part, on a misreading of the relevant Calendar statement. The appeals were supported by the departments concerned, it being noted that Ms. Borchenko and Mr. Leer were fulfilling the requirements of a credit student in the courses in question.

Appeals upheld.

Note: There will be a clarification of this Faculty deadline in the 1977-78 Calendar.

2.4 Byrne Rhys Brewerton, B.A. (General)
Mr. Brewerton's application to change his registration in Scandinavian 380 from "audit" to "credit" was made on the grounds that he had belatedly decided to pursue the field of Scandinavian language and literature and now wished to take (for degree credit) as many Scandinavian courses as possible. The appeal was supported by the Department of Germanic Languages, on the understanding that all of the necessary term work will be completed.

Appeal upheld.

3. Committee Memberships

3.1 Election Results [reported for information]

3.1.1 Dean's Review Committee

Elected by Faculty-wide ballot: R. J. Buck, Classics
R. R. Hett, History
D. Jackel, English

GFC Reps.: R. L. Ware, Associate Dean, Faculty of Education
W. E. Smith, Genetics.

3.1.2 Selection Committee for Chairman, Religious Studies

Elected by Faculty-wide ballot:

From the Dept. of Religious Studies	From the Faculty-at-large
K. D. Prithipaul	M. V. Dimic, Comparative Literature
	R. C. Smith, Classics

Selection Committee for Chairman, Religious Studies (cont.)

GFC Rep.: J. Henderson, Faculty of Medicine

Student member elected from within the Department:
T. Foster, undergraduate.

3.1.3 Selection Committee for Chairman, Slavic Languages

Elected by Faculty-wide ballot:

From the Dept. of Slavic Languages	From the Faculty-at-large
K. T. Holden	J. R. Wilson, Classics
O. Zujewskyj	

GFC Rep.: M. L. Marckworth, Linguistics.

3.2 Departmental Nominations

The Executive received and ratified on behalf of Council the following nominations.

3.2.1 Honors Committee

Classics: G. D. Clarke, student member
Drama: Kent Staines, student member
Carla Nolan, alternate.

3.2.2 Library Committee

Psychology: W. Schneiderman (replacing E. Lechelt).

3.3 Executive Nominations re: Faculty Rehearing Committee Panel [ref. item 6, AEC, 26/10/76]

Council under the provision of Article 11 of the Staff Agreement established its own procedures, which include an eight-member panel (four from the Fine Arts/Humanities and four from the Social Sciences) on which the Dean can draw for two Faculty representatives on a given rehearing committee. Council also resolved that the panelists serve two years and that election take place in the fall of the year. Accordingly, the Executive will present for Council's approval on November 30 the following nominations slate (election to be conducted by Faculty-wide ballot):

Fine Arts/Humanities (4)	Social Sciences (4)
M. V. Dimic, Comparative Literature	H. B. Barclay, Anthropology
M. Faulkes-Jendyk, Drama	L. Craig, Political Science
B. L. Harris, Music	F. A. de Luna, History
D. J. Langdon, Romance Languages	W. Eastman, Philosophy
J. Moore, Art and Design	S. D. Lewis, Economics
M. Prokop, Germanic Languages	P. Runquist, Psychology
A. M. Small, Classics	R. A. Silverman, Sociology
M. D. Wilkie, English	M. Waida, Religious Studies.

Executive Proposal:

Makeup of Advisory Staff Selection Committees

Council referred back to the Executive Committee of the Faculty, for consideration and advice in light of Council's discussion of October 26, the proposal of the department chairmen that staff selection committees have a composition different from that specified in Section 5.07 of the Staff Agreement (where it is stipulated that a Faculty Council may, if it sees fit, "provide otherwise" for the makeup of such committees).

Council seemed disposed to support the proposal that the Department Chairman concerned should act as chairman of the committee and that an Associate Dean should serve as a non-voting member. By amendment, however, it rejected the proposal that chairmen be empowered to select the departmental representative from a panel elected by the department, and expressed a preference for more direct departmental participation in the process. Council also rejected nomination by the chairman of the representative from outside the department. In both cases Council seemed to approve of there being one departmental and one Faculty representative in the normal cases, with provision for the addition of another in each category when, in the judgment of the Dean, special circumstances appeared to warrant it, selection here to be made, likewise, according to departmentally approved procedures.

Only two questions appear to be unresolved (hence the referral):

(1) Should Council specify that all departments will follow precisely the same procedure of selection, and if so, should that procedure be general election of the departmental representative(s)? In order to provide for flexibility, so that a given department can decide for itself what procedure best suits its needs, it is recommended that departments establish their own procedures (these to be recorded with the Dean), and that the process be described as a selection (to allow, also, for a variety of approaches). Although it is conceivable, in fact probable, that in some departments it will be decided to select by general election, in others (where, for instance, staff recognize that a selection might better be made from within a subdivision of the department) a departmental group might be asked to elect from among its members. In the case of representatives from outside the department concerned, it appears highly unlikely that anyone would propose that a general election be held, except in very small departments.

(2) Must there be, within a given department, only one committee in a given year (in order, as at present, to provide for standards and uniformity of approach)? The consensus is that, although departments may of course decide to establish for themselves a single committee to serve for a year, they ought not to be required so to restrict themselves, in case they should see fit to provide for differences in area of specialization.

Proposed Advisory Selection Committee (for appointments at all ranks):

Department Chairman as chairman of the Committee.
Associate Dean as non-voting member.
One departmental representative selected according to procedures approved by the department concerned (and recorded with the Dean), with provision for the addition of another (as warranted, in the judgment

of the Dean, by special circumstances), the additional representative to be selected by like means.

One Faculty representative from outside the department selected by the department concerned according to procedures approved by it (and recorded with the Dean), with provision for the addition of another (as warranted, in the judgment of the Dean, by special circumstances), the additional representative to be selected by like means.

To: Dr. R.G. Baldwin, Dean
Faculty of Arts

November 10, 1976

From: R.C. Smith, Chairman
Committee on Academic Standing

re: Grade-point average required for Distinction.

The enclosed statistics (enclosures A,B,C) are furnished in response to the request for more information from the Faculty regarding the grade-point average required for Distinction. The material was taken from the University of Alberta Data Book 1975-76. Upper level marks are those based on 300 and 400 level courses in the years noted; lower level marks are those based on 100 and 200 level courses.

The Committee has examined this material (especially enclosure A) and has concluded that evidence of a general shift in marking patterns from 1973-4 on (as previously indicated in the % of Grads Earning Distinction, cf. enclosure B) does exist for the upper level. The mode of grade distribution shifted from approximately 6.0 to 7.0 in 1973 on (i.e. 50% of the grades were 7 or better from 1973 on). Since the average required for distinction (7.5) is based on the last two years of work, the increase noted in enclosure B (from 6.6% in 1972-73 to 10.8%, 12.1% and 14.4% in 1973-74, 74-75, 75-76 respectively) is more readily explained.

The cause of such a shift may be debatable. Since the Committee does not have any indication that entrance standards have improved or that students are more literate than before (in fact, marks on the lower level in 1970-73 do not seem to have varied greatly, cf. enclosure C especially p.4), the evidence appears to indicate that an inflation of marks has occurred. If so, the award of Distinction no longer has the same meaning.

The Committee, therefore, recommends that:

1. The General Faculties Council be requested to allow the Faculty of Arts to raise the grade-point average required for the award of Distinction for B.A. (General) and B.A. (Special) graduates from 7.5 to 7.8.
2. The average required for the award be reconsidered by the Faculty whenever the total awards for the past year were fewer than 5.5 or more than 10 per cent or whenever similar changes in marking patterns became apparent.

... 2

3. The various departments of the Faculty discuss the present marking patterns in the light of their own practices.

4. The Office of Institutional Research and Planning be commended for its collection of data and be requested to add the percentage of withdrawals to its next survey.

5. The data on marks distribution be annually reported to the Faculty by the Committee on Academic Standing.

Respectfully submitted,

S. Abu-Laban
M. Forsyth
F. McMahon
R. Middleditch
P. Runquist
R. Smith (Chairman)

RCS/mm
encls.

A.

UPPER LEVEL

DEPARTMENT	YEAR	PERCENTAGE MARKS DISTRIBUTION									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
ANTHROPOLOGY	1970-71	0.2	0.5	1.0	3.3	10.3	22.7	30.6	24.4	7.0	1248	6.8
	1971-72	0.0	0.6	0.8	3.4	9.8	25.5	32.4	17.9	9.5	1481	6.8
	1972-73	0.5	1.0	1.1	5.2	16.7	24.5	25.4	17.5	8.1	1733	6.5
	1973-74	0.3	0.6	1.4	3.6	15.0	25.3	28.9	18.1	6.8	1875	6.6
	1974-75	0.9	1.3	1.6	5.9	13.8	27.3	25.9	16.6	6.8	1633	6.4
ART & DESIGN	1970-71	0.0	1.0	4.1	9.3	20.2	28.8	26.1	8.4	2.1	486	5.9
	1971-72	0.0	1.3	2.6	9.0	18.8	27.8	25.4	12.8	2.4	547	6.1
	1972-73	0.0	0.7	2.8	5.3	16.9	31.9	26.0	13.8	2.6	543	6.2
	1973-74	0.0	0.5	2.9	7.2	18.7	31.7	26.2	11.2	1.5	587	6.1
	1974-75	0.3	0.6	2.0	7.6	15.3	26.6	27.6	15.3	4.7	642	6.3
CLASSICS	1970-71	0.4	0.0	1.6	8.1	13.7	24.6	25.4	21.4	4.8	248	6.5
	1971-72	0.0	0.0	1.9	7.2	12.0	23.6	30.3	19.7	5.3	208	6.5
	1972-73	0.0	1.3	1.7	6.8	9.3	22.5	27.5	26.3	4.7	236	6.6
	1973-74	0.0	0.0	0.4	0.8	7.2	19.8	28.3	29.5	13.9	237	7.2
	1974-75	0.0	0.5	0.8	1.8	7.6	19.6	25.3	30.5	13.8	383	7.1
COMPARATIVE LITERATURE	1970-71	0.0	0.0	0.0	0.0	0.0	24.2	33.3	36.4	6.1	33	7.2
	1971-72	0.0	0.0	0.0	0.0	2.0	16.3	24.5	36.7	20.4	49	7.6
	1972-73	2.1	0.0	0.0	2.1	2.1	10.6	34.0	42.6	6.4	47	7.2
	1973-74	0.0	0.0	2.1	0.0	2.1	10.4	18.8	50.0	16.7	48	7.6
	1974-75	0.0	0.0	0.0	0.0	0.0	29.2	16.7	50.0	4.2	24	7.3
DRAMA	1970-71	0.0	0.0	0.6	4.1	11.7	25.5	37.2	18.8	2.1	341	6.6
	1971-72	0.0	0.3	0.7	1.7	14.9	31.8	34.3	14.5	1.7	289	6.5
	1972-73	0.0	0.0	1.1	1.1	8.2	25.3	41.6	18.6	4.1	269	6.8
	1973-74	0.0	0.0	1.6	2.6	9.7	31.6	34.5	17.5	2.6	383	6.6
	1974-75	0.0	0.0	0.4	2.3	13.6	34.6	33.5	14.4	1.2	257	6.5

UPPER LEVEL (PAGE 2)

DEPARTMENT	YEAR	PERCENTAGE MARKS DISTRIBUTION									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
ECONOMICS	1970-71	0.5	2.1	5.0	13.7	19.0	22.3	21.0	11.6	4.8	1349	5.9
	1971-72	0.2	0.7	1.8	6.8	16.5	27.5	25.9	14.7	6.0	1522	6.3
	1972-73	0.9	1.4	2.4	9.8	15.3	25.6	25.4	14.2	5.1	2351	6.2
	1973-74	0.3	0.7	2.2	9.1	17.5	28.4	25.1	12.8	3.9	2567	6.2
	1974-75	0.8	1.3	2.5	8.1	16.5	25.7	26.1	13.7	5.2	3008	6.2
ENGLISH	1970-71	0.5	0.9	2.4	7.8	16.3	26.9	25.0	15.5	4.8	1954	6.3
	1971-72	0.5	1.6	3.5	10.9	20.3	26.2	23.7	9.9	3.5	1763	5.9
	1972-73	1.3	2.0	3.2	8.9	18.9	25.8	24.0	12.8	3.1	1439	6.0
	1973-74	1.5	0.9	2.2	6.8	19.4	27.9	25.4	12.2	3.7	1383	6.1
	1974-75	0.5	1.1	2.0	7.4	18.4	27.9	25.4	13.4	3.9	2745	6.2
GERMANIC LANGUAGES	1970-71	0.0	0.0	3.8	4.7	7.5	23.6	20.8	26.4	13.2	106	6.8
	1971-72	0.8	1.6	6.3	6.3	6.3	20.6	27.0	23.0	7.9	126	6.5
	1972-73	0.0	0.9	1.8	9.8	10.7	10.7	30.4	24.1	11.6	112	6.7
	1973-74	0.0	0.0	0.0	1.1	3.4	19.1	29.2	33.7	13.5	89	7.3
	1974-75	0.9	0.0	0.9	5.7	15.1	10.4	21.7	26.4	18.9	106	7.0
HISTORY	1970-71	0.1	0.7	1.3	7.6	18.8	31.1	26.6	11.9	2.0	1975	6.2
	1971-72	0.2	0.4	0.6	4.1	14.5	28.3	31.0	17.2	3.7	1862	6.5
	1972-73	0.6	0.5	1.0	5.9	15.4	31.0	28.1	14.0	3.5	2601	6.3
	1973-74	0.6	0.8	1.1	4.9	15.7	27.4	29.6	15.9	4.1	2477	6.4
	1974-75	0.5	0.9	1.5	4.7	10.9	24.7	31.9	19.2	5.7	1481	6.6
MUSIC	1970-71	0.8	0.8	2.0	5.4	15.0	25.4	26.8	19.2	4.5	354	6.4
	1971-72	0.2	0.7	2.3	5.3	11.9	30.2	28.4	17.4	3.5	430	6.4
	1972-73	0.2	0.3	1.4	4.1	11.1	24.7	32.8	21.4	4.0	579	6.6
	1973-74	0.2	0.6	2.3	6.0	13.5	23.9	28.1	21.6	3.9	519	6.5
	1974-75	0.3	0.1	1.2	3.9	11.1	27.0	27.5	22.2	6.8	775	6.7

UPPER LEVEL (PAGE 3)

DEPARTMENT	YEAR	---------PERCENTAGE MARKS DISTRIBUTION---------------									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
PHILOSOPHY	1970-71	0.2	0.0	1.2	4.5	11.2	26.2	25.8	25.0	5.7	507	6.7
	1971-72	0.5	1.4	2.6	3.4	12.2	27.1	23.3	20.1	9.4	417	6.6
	1972-73	0.4	0.6	1.7	4.0	12.8	19.6	21.7	25.7	13.6	530	6.8
	1973-74	0.3	0.6	0.8	2.2	10.2	23.5	27.8	24.5	10.2	650	6.9
	1974-75	0.5	1.3	1.4	2.4	9.6	17.1	34.1	26.9	6.7	625	6.8
POLITICAL SCIENCE	1970-71	0.2	0.4	1.0	3.9	13.2	27.6	31.5	16.1	6.1	1205	6.6
	1971-72	0.1	0.4	0.8	4.0	11.4	26.5	34.0	18.1	4.7	1240	6.6
	1972-73	1.4	1.2	1.1	4.1	11.9	23.1	30.2	19.8	7.2	1176	6.6
	1973-74	1.7	1.3	1.4	5.7	13.1	24.6	29.8	17.8	4.6	1140	6.4
	1974-75	0.8	0.9	1.1	3.9	12.9	23.3	29.8	20.7	6.5	1283	6.6
PSYCHOLOGY	1970-71	0.5	1.6	2.2	7.5	15.9	26.1	24.6	16.4	5.2	2562	6.3
	1971-72	0.2	0.7	1.0	7.3	16.9	29.2	25.6	14.1	5.1	2393	6.3
	1972-73	1.2	0.8	1.3	7.9	15.2	27.1	24.4	16.2	5.8	2329	6.3
	1973-74	1.4	1.2	1.4	7.6	14.3	21.7	25.9	20.7	5.9	1982	6.4
	1974-75	1.0	1.4	1.9	7.1	14.9	20.0	24.4	21.3	8.0	2949	6.5
RELIGIOUS STUDIES	1970-71	0.0	0.8	0.8	2.3	3.9	25.6	28.7	27.1	10.9	129	7.0
	1971-72	0.0	0.8	1.6	3.9	17.8	20.9	31.0	19.4	4.7	129	6.5
	1972-73	0.8	2.4	1.6	8.0	5.6	24.9	28.5	19.3	8.8	249	6.5
	1973-74	0.4	0.7	0.7	4.8	5.9	20.3	31.0	28.0	8.1	271	6.9
	1974-75	0.0	0.0	2.1	3.4	7.5	19.2	28.8	24.0	15.1	146	7.0
ROMANCE LANGUAGES	1970-71	0.4	0.4	0.4	5.8	12.4	19.3	32.4	20.3	8.8	571	6.7
	1971-72	0.0	0.6	1.3	5.7	13.8	26.8	29.3	16.5	5.9	522	6.5
	1972-73	0.7	0.6	0.6	4.4	10.5	19.0	31.9	24.9	7.6	543	6.8
	1973-74	0.6	0.4	0.7	2.0	6.0	18.5	33.8	27.2	10.8	890	7.0
	1974-75	0.3	0.4	0.2	2.7	8.7	15.9	35.9	24.6	11.1	917	7.0

UPPER LEVEL (PAGE 4)

DEPARTMENT	YEAR	PERCENTAGE MARKS DISTRIBUTION									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
SLAVIC LANGUAGES	1970-71	0.0	0.0	4.0	1.0	5.9	16.8	29.7	25.7	16.8	101	7.1
	1971-72	0.0	0.8	0.0	3.1	7.9	17.3	21.3	33.1	16.5	127	7.2
	1972-73	0.0	0.0	0.5	3.3	3.8	18.4	30.2	33.0	10.8	212	7.2
	1973-74	0.0	0.0	0.5	2.3	6.5	19.6	29.0	26.2	15.9	214	7.2
	1974-75	0.5	0.0	1.5	4.6	8.1	10.7	22.3	30.5	21.8	197	7.2
SOCIOLOGY	1970-71	0.2	0.8	1.7	7.5	16.8	28.4	26.0	14.3	4.4	5394	6.3
	1971-72	0.2	0.5	1.3	6.0	16.9	30.9	25.9	14.1	4.2	5984	6.3
	1972-73	0.3	1.1	1.9	7.9	18.9	27.3	24.1	14.2	4.5	5651	6.2
	1973-74	0.4	1.3	1.6	8.2	14.4	25.0	25.8	17.4	5.8	6583	6.4
	1974-75	0.4	1.0	1.9	8.2	17.7	26.6	24.8	14.2	5.2	6672	6.2
TOTAL ARTS	1970-71	0.3	0.9	2.0	7.2	15.7	26.7	26.5	15.9	4.8	18563	6.3
	1971-72	0.2	0.7	1.5	6.1	15.5	28.4	27.5	15.2	5.0	19115	6.4
	1972-73	0.6	1.0	1.7	7.0	15.7	26.2	26.1	16.3	5.4	20708	6.3
	1973-74	0.6	0.9	1.5	6.4	14.4	25.3	27.3	17.8	5.7	22070	6.4
	1974-75	0.6	1.0	1.8	6.6	15.1	24.6	26.7	17.3	6.3	23843	6.4
COLLEGE UNIVERSITAIRE ST. JEAN	1970-71	0.0	0.7	4.2	13.2	18.8	24.3	25.0	10.4	3.5	144	6.0
	1971-72	0.0	0.8	2.0	5.5	14.2	22.4	32.7	18.9	3.5	254	6.5
	1972-73	0.8	1.1	2.7	5.6	11.7	22.3	25.5	25.5	4.8	376	6.5
	1973-74	0.7	0.0	2.1	5.3	11.6	16.9	27.8	26.1	9.5	284	6.8
	1974-75	0.0	2.2	1.6	3.8	8.3	15.1	31.1	29.2	8.7	312	6.9
TOTAL AGRICULTURE	1970-71	0.1	0.6	1.6	6.3	13.6	27.4	29.9	16.0	4.6	1768	6.4
	1971-72	0.1	0.4	1.7	6.2	16.1	25.0	28.8	17.2	4.5	2146	6.4
	1972-73	0.2	0.8	1.6	5.9	13.2	27.1	27.3	18.4	5.5	2644	6.5
	1973-74	0.2	0.8	1.5	5.8	15.3	27.1	27.5	16.6	5.1	3422	6.4
	1974-75	0.3	0.9	1.7	6.1	14.0	24.6	29.4	17.8	5.1	3794	6.4

UPPER LEVEL (PAGE 5)

DEPARTMENT	YEAR	-------------	-------------	-------------	-------------PERCENTAGE	MARKS	DISTRIBUTION-------------	-------------	-------------	-------------	TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
TOTAL EDUCATION	1970-71	0.1	0.4	0.6	3.8	12.9	27.8	30.1	19.0	5.2	9994	6.6
	1971-72	0.1	0.3	0.4	2.7	9.7	25.1	33.2	21.7	6.9	11378	6.8
	1972-73	0.2	0.3	0.4	2.5	8.5	23.8	32.6	22.5	9.3	10545	6.9
	1973-74	0.1	0.2	0.4	2.4	7.6	21.4	33.2	24.6	10.2	10420	7.0
	1974-75	0.1	0.3	0.4	2.7	9.0	24.3	33.3	22.5	7.5	10829	6.8
TOTAL SCIENCE	1970-71	1.3	2.6	4.2	10.4	15.3	22.6	20.9	14.4	8.3	11087	6.1
	1971-72	1.0	2.7	4.3	10.4	17.0	21.8	21.2	14.4	7.3	11679	6.1
	1972-73	1.2	2.4	3.7	9.8	17.1	22.4	21.4	14.8	7.1	12982	6.1
	1973-74	0.8	1.9	3.7	9.3	15.2	32.3	23.2	15.9	7.6	13496	6.2
	1974-75	0.4	2.2	3.3	9.1	14.7	22.7	24.1	15.9	7.7	13670	6.3

B.

BA General and BA Special Graduates 1969/70 to 1974/75 session inclusive

SESSION	GRADUATES	NUMBER EARNING DISTINCTION	% OF GRADS EARNING DISTINCTION
1969-70	692	41	5.9%
1970-71	738	46	6.2%
1971-72	730	46	6.3%
1972-73	719	48	6.6%
1973-74	730	79	10.8%
1974-75	669	81	12.1%
1975-76	589	85	14.4%

C.

DEPARTMENT	YEAR	LOWER LEVEL PERCENTAGE MARKS DISTRIBUTION									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
ANTHROPOLOGY	1970-71	0.0	0.8	1.2	4.5	11.5	25.3	31.0	19.5	6.1	651	6.6
	1971-72	0.0	0.0	0.0	1.6	9.1	25.6	36.0	20.8	7.0	703	6.9
	1972-73	1.2	1.6	1.9	5.8	16.3	29.0	24.9	14.7	4.6	851	6.2
	1973-74	1.2	2.2	2.7	8.9	19.8	28.0	23.0	9.6	4.7	865	6.0
	1974-75	2.0	1.3	2.7	8.9	21.8	27.1	22.5	11.0	2.8	711	5.9
ART & DESIGN	1970-71	0.5	2.0	5.1	14.2	23.2	30.0	18.5	6.3	0.2	590	5.5
	1971-72	0.2	0.6	2.4	14.0	28.7	30.3	18.1	5.3	0.4	492	5.6
	1972-73	0.0	1.2	0.8	7.5	22.3	35.6	22.3	8.3	2.0	494	6.0
	1973-74	0.0	1.2	1.6	11.2	24.4	31.0	20.0	9.1	1.6	516	5.9
	1974-75	0.7	1.8	5.2	11.8	25.0	30.7	17.4	6.8	0.6	541	5.6
CLASSICS	1970-71	1.5	1.5	5.6	6.0	15.4	32.0	22.2	11.7	4.1	266	6.0
	1971-72	0.8	2.1	2.1	7.9	14.6	25.0	18.3	19.2	10.0	240	6.4
	1972-73	2.9	1.1	4.0	10.6	10.6	22.3	19.0	20.1	9.5	274	6.2
	1973-74	0.4	0.8	2.4	7.5	11.1	25.0	23.8	20.6	8.3	252	6.5
	1974-75	0.4	0.2	1.1	6.6	16.6	28.2	25.0	14.5	7.3	531	6.4
COMPARATIVE LITERATURE	1970-71	0.0	0.0	0.0	5.6	11.1	5.6	44.4	27.8	5.6	18	6.9
	1971-72	0.0	0.0	0.0	0.0	4.2	16.7	45.8	16.7	16.7	24	7.3
	1972-73	0.0	0.0	3.7	0.0	3.7	25.9	37.0	25.9	3.7	27	6.9
	1973-74	0.0	0.0	0.0	0.0	10.0	25.0	25.0	35.0	5.0	20	7.0
	1974-75	5.3	10.5	0.0	0.0	5.3	26.3	31.6	15.8	5.3	19	6.1
DRAMA	1970-71	0.5	1.2	2.1	5.6	18.0	24.6	31.4	14.5	2.1	427	6.2
	1971-72	0.0	0.6	0.8	4.5	16.7	34.8	28.1	12.2	2.2	508	6.3
	1972-73	0.0	0.0	0.4	2.2	11.7	31.3	35.9	16.3	2.2	454	6.6
	1973-74	1.3	0.4	0.0	3.4	11.6	33.1	32.5	14.6	3.2	474	6.4
	1974-75	0.0	0.0	0.5	2.7	15.2	38.9	29.4	12.0	1.4	442	6.4

LOWER LEVEL (PAGE 2)

DEPARTMENT	YEAR	------------PERCENTAGE MARKS DISTRIBUTION------------									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
ECONOMICS	1970-71	1.6	2.3	5.4	8.9	20.9	25.9	17.8	10.2	7.1	876	5.9
	1971-72	0.4	2.1	6.1	15.2	23.8	27.1	16.1	7.4	1.8	1059	5.5
	1972-73	2.1	3.0	4.4	8.3	17.8	25.3	17.4	14.7	6.9	999	6.0
	1973-74	0.9	1.2	2.8	5.9	17.6	25.5	23.7	15.0	7.4	2672	6.3
	1974-75	1.0	1.6	3.6	7.1	21.3	27.0	21.8	11.9	4.7	2807	6.0
ENGLISH	1970-71	1.0	2.4	5.5	16.5	24.1	25.3	15.7	7.4	2.0	4045	5.5
	1971-72	0.9	3.1	6.5	15.2	26.4	24.7	15.4	6.6	1.2	3469	5.4
	1972-73	3.3	2.8	6.0	16.3	23.2	23.3	16.1	7.5	1.5	3440	5.3
	1973-74	2.6	3.0	5.8	16.5	25.0	23.2	15.7	7.0	1.3	3882	5.3
	1974-75	2.0	2.6	5.5	15.5	23.6	26.0	16.7	7.0	1.2	4324	5.4
GERMANIC LANGUAGES	1970-71	0.6	2.3	4.6	7.5	12.1	20.2	28.9	16.2	7.5	173	6.3
	1971-72	0.0	2.5	6.1	8.0	18.4	22.1	20.2	15.3	7.4	163	6.1
	1972-73	0.0	0.0	2.9	5.2	9.8	20.8	23.1	24.3	13.9	173	6.8
	1973-74	0.0	0.8	2.1	3.8	11.3	17.5	18.8	27.9	17.9	240	7.0
	1974-75	1.4	1.9	1.4	5.6	8.4	17.2	23.7	21.4	19.1	215	6.9
HISTORY	1970-71	1.4	1.9	2.8	11.5	27.1	29.0	17.7	6.6	1.9	572	5.6
	1971-72	0.0	1.2	1.7	7.4	13.5	30.2	26.6	15.3	4.1	659	6.3
	1972-73	1.8	2.6	3.1	11.7	21.4	28.8	19.6	8.6	2.5	608	5.7
	1973-74	1.4	2.3	1.6	11.7	19.4	28.0	21.9	11.9	1.9	640	5.9
	1974-75	0.9	1.7	2.7	9.7	20.1	30.7	22.4	10.0	1.8	2037	5.9
MUSIC	1970-71	0.0	1.2	1.7	7.2	17.6	28.2	24.2	15.8	4.1	653	6.3
	1971-72	0.2	0.9	1.6	5.4	13.9	31.6	29.0	14.8	2.5	851	6.3
	1972-73	0.5	1.4	2.3	6.7	12.1	29.7	28.7	15.0	3.6	951	6.3
	1973-74	0.2	0.7	1.5	5.6	11.8	23.8	27.6	20.6	8.1	998	6.6
	1974-75	0.7	0.9	2.2	3.5	12.9	24.8	23.5	22.1	9.5	1019	6.6

LOWER LEVEL (PAGE 3)

DEPARTMENT	YEAR	PERCENTAGE MARKS DISTRIBUTION									TOTAL	MEAN
		1	2	3	4	5	6	7	8	9		
PHILOSOPHY	1970-71	0.3	0.8	1.4	4.6	15.0	28.7	32.3	13.8	3.0	1084	6.4
	1971-72	0.8	2.8	4.7	11.9	16.9	20.8	22.7	15.5	3.8	528	6.0
	1972-73	0.7	3.3	0.9	7.2	12.8	25.6	25.3	17.2	7.0	430	6.3
	1973-74	1.4	1.4	2.9	5.1	14.9	28.0	27.0	14.9	4.5	626	6.2
	1974-75	0.1	2.3	1.3	4.8	12.3	24.9	33.6	14.6	6.1	748	6.5
POLITICAL SCIENCE	1970-71	0.2	1.1	1.9	9.3	17.7	26.3	26.3	14.3	2.9	475	6.2
	1971-72	0.0	0.6	2.4	7.6	17.9	31.1	28.5	9.2	2.8	502	6.1
	1972-73	1.2	2.4	2.8	12.0	18.2	28.3	21.6	9.4	4.0	499	5.9
	1973-74	1.0	2.6	3.3	10.0	24.2	26.1	19.3	10.9	2.6	612	5.8
	1974-75	1.4	1.1	2.1	8.2	19.8	29.9	23.1	11.1	3.3	658	6.0
PSYCHOLOGY	1970-71	0.6	1.7	2.9	10.3	18.7	25.2	25.1	11.4	4.0	1575	6.0
	1971-72	0.2	1.7	2.3	12.8	21.0	27.8	19.0	12.1	3.1	1680	5.9
	1972-73	1.6	2.9	3.9	10.2	19.8	24.4	23.0	11.8	2.4	1249	5.8
	1973-74	0.5	1.2	2.0	7.2	15.0	22.2	27.1	18.6	6.1	1475	6.4
	1974-75	0.7	2.0	2.2	7.9	17.3	22.9	24.3	17.3	5.5	3460	6.2
RELIGIOUS STUDIES	1970-71	0.0	0.0	0.0	12.3	17.8	32.9	19.2	16.4	1.4	73	6.1
	1971-72	0.0	2.8	0.0	18.1	11.1	19.4	33.3	12.5	2.8	72	6.1
	1972-73	1.0	1.0	3.9	2.9	11.6	29.1	34.0	15.5	1.0	103	6.3
	1973-74	0.0	1.0	1.9	4.8	6.7	21.0	35.2	23.8	5.7	105	6.7
	1974-75	1.4	1.4	0.0	2.9	13.0	18.8	31.9	23.2	7.2	69	6.7

LOWER LEVEL (PAGE 4)

DEPARTMENT	YEAR	PERCENTAGE MARKS DISTRIBUTION 1	2	3	4	5	6	7	8	9	TOTAL	MEAN
ROMANCE LANGUAGES	1970-71	0.8	2.5	3.4	11.9	19.0	25.4	18.5	11.9	6.5	712	5.9
	1971-72	0.9	2.7	2.0	12.3	17.8	20.9	25.9	12.3	5.2	657	6.0
	1972-73	2.5	1.9	2.7	7.1	16.0	21.3	25.7	14.2	8.7	564	6.2
	1973-74	1.8	2.2	3.3	10.4	12.7	16.8	24.1	19.9	8.9	788	6.3
	1974-75	1.8	1.4	4.0	7.4	15.1	19.2	24.2	17.4	9.4	769	6.3
SLAVIC LANGUAGES	1970-71	0.0	2.7	1.8	10.7	8.0	16.1	22.3	26.8	11.6	112	6.7
	1971-72	0.0	0.0	0.0	5.6	8.0	18.4	21.6	32.0	14.4	125	7.1
	1972-73	2.1	0.0	0.0	2.1	5.3	11.7	33.0	27.7	18.1	94	7.2
	1973-74	0.0	0.9	3.4	2.6	7.7	8.5	15.4	36.8	24.8	117	7.4
	1974-75	0.9	0.0	1.8	2.7	7.1	14.2	25.7	25.7	22.1	113	7.2
SOCIOLOGY	1970-71	0.8	1.4	2.2	6.5	17.9	29.5	26.5	13.3	2.0	1847	6.1
	1971-72	0.3	0.7	2.0	11.2	23.2	29.1	21.0	9.8	2.8	1776	5.9
	1972-73	1.3	1.2	2.6	7.4	19.8	30.8	23.1	11.4	2.4	1812	6.0
	1973-74	1.1	1.7	2.9	10.4	21.5	27.7	20.8	10.9	3.1	1989	5.9
	1974-75	0.5	1.9	3.4	12.8	19.3	25.1	21.4	12.3	3.1	1857	5.9
TOTAL ARTS	1970-71	0.7	1.8	3.6	10.7	19.9	26.6	22.2	11.2	3.3	14149	5.9
	1971-72	0.4	1.8	3.5	11.3	20.8	27.0	21.3	10.9	3.0	13508	5.9
	1972-73	1.8	2.1	3.6	10.1	18.6	26.5	21.8	11.8	3.6	13023	5.9
	1973-74	1.3	1.8	3.2	9.8	19.0	24.8	21.9	13.3	4.7	16271	6.0
	1974-75	1.1	1.8	3.3	9.6	19.4	26.1	22.0	12.5	4.1	20320	6.0
COLLEGE UNIVERSITAIRE ST. JEAN	1970-71	0.0	1.1	3.6	17.4	23.0	25.7	18.1	9.8	1.3	448	5.7
	1971-72	0.2	0.5	1.9	8.1	24.8	27.1	23.0	11.2	3.2	569	6.1
	1972-73	0.8	2.0	2.2	8.7	16.2	22.1	23.5	17.6	6.9	506	6.3
	1973-74	0.2	0.5	4.4	11.1	17.0	17.7	23.7	17.7	7.7	587	6.3
	1974-75	0.2	1.2	1.6	7.4	13.5	24.3	23.7	21.1	7.0	511	6.5

LOWER LEVEL (PAGE 5)

DEPARTMENT	YEAR	PERCENTAGE MARKS DISTRIBUTION 1	2	3	4	5	6	7	8	9	TOTAL	MEAN
TOTAL AGRICULTURE	1970-71	0.4	0.9	1.8	7.5	15.8	35.1	24.6	11.0	3.1	228	6.1
	1971-72	1.4	1.4	4.8	10.4	20.8	23.7	24.4	10.6	2.4	414	5.8
	1972-73	0.9	1.9	3.4	6.4	13.8	24.6	26.8	17.6	4.5	529	6.3
	1973-74	0.2	1.2	2.0	7.0	15.2	23.7	25.6	19.3	6.0	587	6.4
	1974-75	0.7	1.6	4.5	8.0	13.8	30.0	22.8	15.0	3.7	574	6.1
TOTAL EDUCATION	1970-71	0.4	0.9	1.3	7.7	16.7	29.5	27.0	12.8	3.8	7127	6.2
	1971-72	0.4	0.8	1.8	6.3	15.7	26.4	27.0	14.9	6.6	5572	6.4
	1972-73	0.6	0.6	1.5	4.2	12.8	24.8	30.0	18.7	6.7	4713	6.6
	1973-74	0.5	0.5	0.8	4.4	13.8	26.4	30.1	16.7	6.6	5250	6.5
	1974-75	0.3	0.6	0.9	4.5	14.6	28.4	28.5	17.2	4.9	5811	6.5
TOTAL SCIENCE	1970-71	2.5	5.1	7.2	14.4	19.3	21.3	15.6	10.0	4.7	12274	5.5
	1971-72	2.0	4.8	6.1	13.1	19.0	22.2	17.1	10.7	4.9	12704	5.6
	1972-73	2.4	4.1	6.0	12.8	18.6	22.2	17.6	11.2	5.1	14847	5.6
	1973-74	1.8	3.6	6.1	13.1	18.7	22.1	17.3	11.6	5.7	16028	5.7
	1974-75	1.2	3.7	5.5	11.2	18.0	21.9	19.5	12.8	6.3	16157	5.9

REPORT OF THE FACULTY OF ARTS CURRICULUM COMMITTEE

Student-Initiated Courses

The Curriculum Committee recommends that the Faculty of Arts institute a system of student-initiated courses, the system having the following structure.

1) The mechanism for student-initiated courses should be mandatory among the departments' offerings.

   N.B. Departments that already have senior-level conference courses may use these numbers for student-initiated courses. However, the calendar entry should make clear that it is open for students to suggest the content of these courses.

2) Such courses should normally be offered at the 400-level.

3) Students interested in a particular topic which is not offered as part of the regular curriculum may submit to the department chairman a proposal that a course covering the topic be taught. This proposal must be drawn up in conjunction with a member or members of the faculty, and should include the following:

   a) a very brief description of the course;
   b) the reasons for proposing that the course be offered;
   c) the name(s) of the student(s) seeking to have the course initiated;
   d) i) a syllabus for the course, including associated readings, and the anticipated progress of the course;
      ii) the course requirements, including the number of papers, exams, their length or nature and their respective weightings in making up the total grade of the course;
   e) the maximum number of students which the faculty member(s) and students wish to be permitted to enrol in the course;
   f) the signature of the faculty member agreeing to conduct the course as proposed.

4) Approval of any given proposal will be by departmental, rather than Faculty, mechanism. A copy of any approved and offered proposal will be sent to the Faculty Office.

5) The title of an approved course will be published and interested students invited to register for the course.

6) Provided that a minimum number of students register in the course, and subject to the availability of staff, the course will be offered. The departments will establish the minimum permissible enrolment.

7) Ordinarily, a course will only be offered once under the student-initiated rubric.

8) The number of student-initiated courses accepted for degree credit in a student's program should be limited to one full-year course (or equivalent).

9) Departments will be credited for the weekly student hours of student-initiated courses. Teaching credit for the instructor is a matter of departmental responsibility.

HISTORY

The original proposal was brought to the March 12, 1976 meeting of the Curriculum Committee by one of its members. At that meeting, the Committee approved the principle of student-initiated courses. The Committee accepted the contention that a system of such courses would increase the flexibility of our offerings, thus enabling senior students to pursue questions of particular interest and relevance to them. Student-initiated courses, along with the independent and directed study options which are already offered by various departments, could greatly increase our ability to serve the individual needs of students, to respond quickly to changes in student interests and to give our best students a more active role in shaping their education. In this way we might change their relationship to the Faculty of Arts from that of consumer to that of participant, surely a role which is more fulfilling and motivating. The original proposal was submitted to departments for their reaction. Replies were received from ten departments. These replies and the original proposal were considered at the October 22, 1976 meeting of the Committee. Although replies were not received from all departments, a clear pattern was discernible in those that were received. Accordingly, the Committee decided to present to Arts Council a detailed proposal which took account of the concerns expressed by departments.

COMMENTS ON SPECIFIC SECTIONS

Section 1. The Committee considered whether to make their recommendation permissive, and decided this would be contrary to the intent of the proposal. If it is left to departments to propose a system of student-initiated courses, the ultimate motive force is again with departments and faculty, not with students.

Several departments pointed out they already had 400-level conference courses. The calendar reveals that, of 27 subjects of concentration in the Faculty, 15 have no such courses. Moreover, the general practice is for such courses to be faculty-initiated. So the status quo clearly falls short of what the Committee wishes to recommend. For administrative ease, the Committee considers it acceptable for departments with existing conference courses to use those numbers for student-initiated courses, provided the calendar entry specifically mentions this option.

Section 2. Departments felt that senior students would profit most from such courses. The Committee agrees, while also wishing to leave open the possibility of a 300-level course under unusual but legitimate circumstances.

Section 4. Departments doubted the practicality of the cumbersome mechanism for Faculty approval contained in the original proposal. The Committee considered these objections well-taken. Rather than revise the mechanism, the Committee recommends that departments devise their own mechanism to suit their own needs. The analogy is with existing conference courses. Once the Faculty has approved such a calendar entry, it does not also approve a specific programme of study under that calendar entry in any given year.

Section 7. The presumption here is that if the course is a success and is evidently of lasting worth, it will become in some way part of the department's regular offerings.

Section 9. Departments complained that the introduction of such courses would be a strain on their already over-strained teaching budgets. The Committee recognizes that budgetary constraints are an evil, however necessary. But it rejects this as a reason for refusing to support this specific proposal. It considers this proposal to be in the same position as any proposal for an addition to a department's offerings. It is true that, whatever mechanism for approval is in force, it is likely that a student-initiated course will have to be added to a department's offerings for any given year after the majority of teaching assignments have been made. However, contingency funds exist within the Faculty for providing pairs of hands for late teaching needs. The Committee presumes that a student-initiated course will have the same right of call on those funds as any other course. Indeed, it would take this to be an explicit consequence of Council endorsement of this recommendation, if such is forthcoming. A student-initiated course would have the added attraction of a guaranteed number of weekly student hours to a department's credit--something that is not always the case for senior specialized courses.

The Committee feels that a potential instructor must settle the question of his or her teaching credit with the department chairman, in the light of departmental needs. It is idle to try to legislate Faculty-wide on this matter.

Respectfully submitted,

W. A. Blanchard

N. E. Bonvalet

R. T. Harrison

L. E. Larson

K. H. Norrie

M. Sasonkin

R. A. Shiner (Chairman)

A. Thimme.

November 5, 1976.

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of January 11, 1977

2:00 - 3:30 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. M. Abu-Laban, R. F. Anderson, J. W. Bilsland, W. A. Blanchard, M. P. Browne, W. E. Cooper, J. A. Creore, R. J. E. d'Alquen, M. V. Dimic, M. Faulkes-Jendyk, L. C. Green, H. J. Jones, E. C. Lechelt, J. C. MacKenzie, G. Marahrens, M. L. Marckworth, R. E. McKown, F. J. McMahon, R. J. Middleditch, D. J. Moss, J. O. Orrell, T. L. Powrie, T. M. Priestly, E. Reinhold, P. A. Robberecht, B. L. Rochet, P. A. Rolland, M. Sasonkin, R. A. Shiner, O. F. G. Sitwell, R. C. Smith, R. A. Stangeland, M. J. Swanson, E. H. Waugh, T. White, R. G. Whitinger.

1. Minutes of Meeting of November 30, 1976

   On a motion by Professor Sasonkin, seconded by Professor Smith, the Minutes were adopted as circulated.

2. Executive Report: December 20, 1976

   [The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

   Item 4 of the report having been removed for separate consideration, the Executive proposal was put to Council on a motion by Professor MacKenzie, seconded by Professor Marahrens,

   > THAT henceforth the Department of Philosophy be administratively classified as a humanities.

   Motion carried.

   > Note: The force of this decision, at the moment, is two-fold: (a) future ballots and committee compositions calling for a division between the Social Sciences on the one hand and the Humanities and Fine Arts on the other will include Philosophy under Humanities and Fine Arts; (b) Philosophy will henceforth fall under the jurisdiction of the Associate Dean (Humanities and Fine Arts).

   It was moved by Professor Dimic, seconded by Professor White,

   > THAT the Executive Report be approved by Council.

   Motion carried.

3. Report of the Academic Planning Committee

   [The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

   On behalf of the Academic Planning Committee it was moved by Professor B. R. Abu-Laban, seconded by Professor Orrell,

   > THAT the APC Report (November 1976 revision) re: policy and procedures for the approval of interdisciplinary and multidisciplinary programs be approved by Council.

Council was reminded that the APC's original report was approved by the Faculty in August 1976, excepting the second sentence of that report which was referred back to the Committee for rediscussion and redefinition. ["Our Committee has therefore rejected the idea that interdisciplinary programs may be used as a subject of concentration."] The revised report was a clarification in response to Council's August 1976 discussion, the APC having in the introduction to its second report made a terminological distinction between interdisciplinary and multidisciplinary programs and having sharpened that distinction when it addressed the issue of subjects of concentration.

> Introduction to APC Revised Report
> "The Academic Planning Committee takes the term 'interdisciplinary' to refer to a well-defined and articulated area of study which is of or between two or more disciplines or branches of knowledge."
>
> "The term 'multidisciplinary' is taken to refer to the coordination or integration of two or more disciplines or branches of knowledge for the purpose of providing a more thorough analysis and understanding of certain issues or areas of behavior."
>
> Item 2 of the Statement of Principles
> "The Committee believes that an interdiscipline may be used as a subject of concentration for students seeking a B.A. degree (General; Special; or Honors)."
>
> Item 3 of the Statement of Principles
> "Believing that the disciplines should come before the multidisciplines, the Committee rejects the idea that a multidisciplinary program may be used as a subject of concentration in its own right, i.e., without departmental sponsorship of the student(s) involved."

In the discussion of the revised report, two possible problem areas were identified.

A. Terminological Distinction
On the grounds that the APC definitions were not sufficiently explicit, some Council members anticipated difficulties in the classification of programs as "interdisciplinary" or "multidisciplinary." On the other hand it was argued that the foregoing definitions represented one of the conventional understandings and uses of these terms and that they would therefore serve as useful guidelines in the formulation and assessment of such programs. In any event, it was pointed out that the validity of these distinctions would ultimately be determined by Council on the basis of specific program proposals which are brought forward for its approval.

B. Subjects of Concentration
Council did not question the basic philosophy underlying the APC position regarding multidisciplinary programs (i.e. that multidisciplinary studies should be developed from a firm disciplinary base). It was nonetheless observed that item 3 above seemed to be at variance with Faculty practice regarding the existing Canadian Studies and East Asian Studies programs. In each of these 4-year programs a multidisciplinary component is in fact accepted as a subject of concentration. However, the students do

not have departmental sponsorship (in the strictest sense of the APC recommendation), their programs being approved by the chairman of the respective interdepartmental committee.

An amendment was therefore moved by Professor Blanchard, seconded by Professor Robberecht, with a view to reconciling the existing and proposed procedures:

> THAT the final clause of item 3 of the statement of principles be revised to read: "the Committee recommends that multidisciplinary programs be used as a subject of concentration only when supported by a substantial concentration in a traditional discipline or disciplines."

It was then pointed out that in the case of multidisciplinary programs the APC was concerned not only that there be a "substantial concentration in a traditional discipline," but that that concentration be in one of the disciplines contributing to the program (so that, for example, the "home department," in collaboration with the other contributing departments, can develop for the student(s) a sequence of courses deemed to be most appropriate in terms of a given disciplinary base and the multidisciplinary component). Accordingly, an editorial change was proposed by Professor Abu-Laban (and accepted by the movers of the amendment) whereby the final clause of item 3 of the statement of principles would read as follows:

> "the Committee recommends that multidisciplinary programs be used as a subject of concentration only when supported by a substantial concentration in one of the departments contributing to the program."

In response to a question from the floor of Council, it was explained that the thrust of the amendment was to permit a degree of flexibility in the administration of multidisciplinary programs, the advising of the students, and the definition of a "substantial concentration," these matters to be determined on the basis of the individual program proposal.

Amendment carried.

Motion, as amended, carried.

Following the disposition of item 4 below (Honors Committee Reports), Council resumed its discussion of the APC Report (a motion to reconsider having been moved by Professor Blanchard, seconded by Professor Marckworth, and carried by the required 2/3's majority). For the purpose of the Minutes, the subsequent discussion is recorded immediately below.

On the grounds that it was inappropriate for multidisciplinary programs to be considered as subjects of concentration for the 3-year B.A. (General) degree (that, for example, a minimum 3-course concentration in the general program would not provide an adequate foundation for multidisciplinary studies), an amendment was moved by Professor Blanchard, seconded by Professor Faulkes-Jendyk,

> THAT item 3 of the statement of principles be further revised to read as follows: "Believing that the disciplines should come before the multidisciplines, the Committee rejects the idea that a multidisciplinary program may be used as a subject of concentration in a 3-year B.A. program. The Committee

recommends that a multidisciplinary program be used as a subject of concentration in a 4-year B.A. program only when supported by a substantial concentration in one of the departments contributing to the program."

Amendment carried.

As a point of clarification it was noted that the essence of the foregoing amendment is that there be a rejection of multidisciplinary programs as subjects of concentration for the 3-year B.A. and that the new statement be tied to 4-year B.A. programs. The amendment does not, however, necessitate a revision of item 5 of the statement of principles, it being understood that the latter statement allows for an interdisciplinary concentration in the B.A. (General). ["The Committee, for example, sees the possibility of establishing new programs within the existing framework of the B.A. (General)...."]

By general consent, Council reaffirmed its approval of the APC Report, as amended.

4. Honors Committee Reports
[The reports having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

4.1 Residence Requirement
On behalf of the Honors Committee it was moved by Professor Marckworth, seconded by Professor Faulkes-Jendyk,

> THAT the Faculty adopt for the Honors degree the following residence requirement:
>
> i) A student proceeding towards the degree of B.A. with Honors in the Faculty of Arts must have credit for at least ten full-year (or equivalent) University of Alberta courses.
>
> ii) The final year of the Honors program must be taken in one regular academic year in attendance at the University of Alberta campus.

Motion carried.

4.2 Numbering of Honors Courses and Seminars
It was moved by Professor Marckworth, seconded by Professor Faulkes-Jendyk,

> THAT all courses and seminars designed for Honors students in their second and third year should be numbered in the 300- to 400-level sequence, it being recognized that normally 500-level courses are graduate courses which may be open to fourth year Honors students.

An editorial change proposed by Professor Orrell (and accepted by the movers of the motion) was incorporated into the resolution, the closing statement being revised to read: "it being recognized that normally 500-level courses are graduate courses and/or fourth year Honors courses."

Motion carried.

Note: It was understood (i) that the foregoing changes will be incorporated into the 1978-79 Calendar, and (ii) that (by virtue of the qualification "normally" under item 4.2) students in the fourth year of the B.A. (Special) program are not necessarily precluded from taking 500-level courses.

5. Curriculum Committee Reports

[The reports having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

5.1 Subjects of Concentration

Arts Faculty Council on August 31, 1976 referred to the Curriculum Committee the task of reviewing the rationale underlying the minima and maxima for the principal and secondary subjects of concentration in the B.A. (General) and B.A. (Special) programs. The referral was made in the light of the addition to the Calendar of the statement that students offering Biology as a secondary subject of concentration must offer four courses (this provision being related to a requirement of the Faculty of Science). The concern was that this could create the anomaly of a student having more courses in the secondary subject of concentration than in the principal subject of concentration, the minimum for that being three courses.

On the basis of its investigation the Curriculum Committee concluded that the anomaly (which can only occur in the 3-year B.A. program) is "a tolerable one within the present structure and goals of the B.A. (General) program." The Committee therefore made no recommendation to change existing minima "merely in order to remove this anomaly." Accordingly, it was moved by Professor Shiner, seconded by Professor Priestly,

> THAT the Curriculum Committee Report on subjects of concentration be received for information, as a response to Council's referral of August 31, 1976.

Motion carried.

5.2 Interdisciplinary and Multidisciplinary Courses: Natural Science

Arising out of the approval by Arts Faculty of the Report of the Academic Principles and Aims Committee, the Curriculum Committee was instructed in November 1974 to design special broadly-based interdisciplinary and/or multidisciplinary courses integrating each of the four component areas of a Liberal Arts education: the Fine Arts, the Humanities, the Social Sciences and the Natural Sciences. Professor Shiner, the Chairman of the Curriculum Committee, reported that subcommittees were set up in the three Arts areas to design such courses and that his Committee hoped to have a report to present to Council on this matter in the near future. However, having reviewed the part of its mandate regarding the Natural Sciences, the Curriculum Committee was seeking release from further work in this particular area. Accordingly, it was moved by Professor Shiner, seconded by Professor Sasonkin,

> THAT the Curriculum Committee be discharged from the assignment that it design an interdisciplinary or multidisciplinary natural science course, on the grounds given in its November 1976 report.

Motion carried.

6. Proposal from the Department of Music: "Normal Course Load" for Scholarship Purposes

The request was essentially that for awards and scholarships controlled and administered by the Department of Music there be some latitude in the application of the Faculty requirement of a "normal course load" (this being defined by Arts Faculty as 5 full-year courses or equivalent for scholarship purposes), so that consideration could be given to cases in which there are "well-motivated reasons for carrying fewer than 5 courses." Professor Stangeland, the Chairman of the Department of Music, explained that the terms of reference of most of the music scholarships call for "musical merit" in one of the subdivisions of the discipline (e.g. vocal studies, keyboard studies, etc.). The Department felt that "musical merit" was not necessarily defined by an overall G.P.A. and the requirement of a 5-course load, but that one should also assess the basic talent, the progress and development of that talent, and the accomplishment at the end of the program. Professor Stangeland added that, because the Music Department works with its students on an individual basis and in small group situations, "we believe we are in a position to gain sufficient perspective to make appropriate individual judgments where required." It was therefore moved by Professor Stangeland, seconded by Professor Sasonkin,

> THAT for awards and scholarships administered and controlled by the Department of Music, the Department be permitted to select the recipients from amongst its students who carry at least four full courses or equivalent.

Motion carried.

7. Adjournment

By general consent, on a motion by Professor White, seconded by Professor Browne, the meeting was adjourned at 3:30 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: December 20, 1976

1. Dean's Review Committee [ref. item 3.1.1, Exec. Rpt. 16/11/76] The review having taken place, the Committee's decision was communicated to the Faculty in a letter dated December 2 from the Vice-President (Academic):

> "It is the unanimous decision of the Committee that Dr. Baldwin be invited to continue as Dean for a second five-year term and I am very pleased that he is willing to do so. I know that you join me in wishing him every success.
>
> The decision of the Review Committee will now be forwarded as a recommendation to the Board of Governors for the Board to consider at its regular meeting on January 7, 1977."

2. Committee Memberships

2.1 Academic Planning Committee
Professor G. Schaarschmidt of the Department of Slavic Languages was nominated to fill the membership vacancy created by the departure on leave of Professor E. J. H. Greene of the Department of Romance Languages. Professor R. E. McKown of the Department of Political Science, who is a continuing member of the Committee, was nominated to succeed Professor Greene as Committee Chairman.

2.2 Honors Committee Chairman
Professor R. M. Nielsen of the Department of Classics having completed her two-year term of office, the Honors Committee at its meeting of November 24 elected a new chairman: Professor M. L. Marckworth of the Department of Linguistics. The appointment was received and ratified by the Executive on behalf of Council.

2.3 Curriculum Committee
Professor M. Prokop of the Department of Germanic Languages was nominated to serve on this Committee (as a replacement for Professor A. Thimme of the Department of History, who will be on leave commencing January 1977).

2.4 Standing Committee on Counselling [ref. item 5, AEC, 30/11/76]
The creation of this standing committee having been approved by Council, the following members were named by the Executive:

J. W. Bilsland, Department of English (Chairman)
W. A. Blanchard, Associate Dean, Student Programs
R. A. Davis, Student Counselling Services
J. A. Forbes, Department of Art and Design
P. Runquist, Department of Psychology.

Note: i) Mr. V. A. Stobee of the Student Program Office will serve as Associate Dean Blanchard's delegate, when required.

ii) The matter of student input was left to the Committee itself (in light of Council's resolution: ". . .provision for student representation strongly urged").

2.5 Arts Faculty Replacement on General Faculties Council [ref. item 7, AEC, 30/11/76]
Professor J. A. Lejnieks of the Department of Political Science was elected by Faculty-wide ballot to serve the six-month term (January 1 to June 30, 1977) created by Professor F. C. Engelmann's departure on leave.

2.6 Arts Faculty Rehearing Committee [ref. item 6, AEC, 30/11/76]
The following were elected by Faculty-wide ballot to serve on the Rehearing Committee panel:

Fine Arts/Humanities	Social Sciences
M. V. Dimic, Comparative Lit.	H. B. Barclay, Anthropology
J. Moore, Art and Design	L. Craig, Political Science
A. M. Small, Classics	F. A. de Luna, History
M. D. Wilkie, English	W. Eastman, Philosophy

3. Waiver of Final Written Examination in Drama 255
The Executive approved on behalf of Council a request from the Acting Chairman of the Department of Drama for a waiver of the final written examination in Drama 255: First Year Acting in Rehearsal and Performance (the waiver being granted on a continuing basis).

4. Administrative Classification of the Department of Philosophy
This item arose from a September 1974 request by the (then) Chairman of Philosophy that the Department and its courses be included in the humanities division of the Faculty (rather than the present classification within the social sciences). The departmental position was recently reaffirmed when Philosophy responded to Assistant Dean Faulkes-Jendyk's survey of the administrative classification of courses throughout the Faculty as a whole. The request posed no particular problems in program administration, nor in the supervision of a given department by the respective Associate Deans for the Fine Arts/Humanities and the Social Sciences. Moreover, the Executive found it to be in accord with the rationale for dividing the Faculty for election purposes (namely, that membership on Faculty committees be representative of a community of interests). The executive will therefore propose to Council on January 11 that the Department of Philosophy be administratively classified as a humanities (it being understood that approval of the proposal will not affect the existing membership of Faculty committees).

REPORT OF THE FACULTY OF ARTS ACADEMIC PLANNING COMMITTEE

Re: Policy and procedures for the approval of interdisciplinary and multidisciplinary programs

Introduction

The Academic Planning Committee takes the term "interdisciplinary" to refer to a well-defined and articulated area of study which is of or between two or more disciplines or branches of knowledge. An interdiscipline, such as "political economy," usually combines into a new synthesis the perspectives of the disciplines which it borders.

The term "multidisciplinary" is taken to refer to the coordination or integration of two or more disciplines or branches of knowledge for the purpose of providing a more thorough analysis and understanding of certain issues or areas of behavior. For example, a multidisciplinary approach to criminal behavior would bring together and integrate the perspectives of such disciplines as sociology, psychology, economics, and law.

(Discussions involving the terms "crossdisciplinary" and "transdisciplinary" in the current literature suggest that neither of these terms has a unique or uniform referent. For this reason, the present report makes no reference to these terms.)

Policy and Principles

1. The Academic Planning Committee believes that the Faculty of Arts would more fully serve its students and the community if it developed its potential in the area of interdisciplinary and multidisciplinary programs.

2. The Committee notes the absence from the Faculty of interdisciplinary degree programs, and registers its support, in principle, for the development of such programs. The Committee believes that an interdiscipline may be used as a subject of concentration for students seeking a B.A. degree (General; Special; or Honors).

3. The Committee also supports the development of multidisciplinary programs in order to meet student and community needs, subject to certain guidelines and procedures. A multidisciplinary program ordinarily should be open as an area of special interest in a participating department for students enrolled in a B.A. degree program in that department. Believing that the disciplines should come before the multidisciplines, the Committee rejects the idea that a multidisciplinary program may be used as a subject of concentration in its own right, i.e., without departmental sponsorship of the student(s) involved.

4. The Committee believes strongly that the Faculty and University should seek funds to facilitate in particular multidisciplinary developments. Additional counselling would have to be provided and departments would need to be compensated for their contributions of staff to such new programs as would be approved. It must be foreseen that in some cases additional staff would have to be appointed. The knowledge that such funds existed would

certainly reduce the reticence of some departments to participate in the creation of new programs.

5. While the Committee thinks that it can not impose new programs on departments, it does believe that it has a role to play in encouraging individuals and departments to pursue their developing interests, and in acting as a ways and means committee in defining new programs and in implementing them when defined and refined. The Committee, for example, sees the possibility of establishing new programs, within the existing framework of the B.A. (General) and the B.A. (Special), in such areas as Urban Studies, Administrative Studies, Family Studies, Study of the Child, Northern Studies, Spanish-American Studies, African Studies.

6. As for procedures, the Committee has defined criteria for the approval of proposed new programs. (See attached page.)

7. The Committee does not see the need for an elaborate administrative structure located in the Dean's Office, but believes that each new program should be administered by an interdepartmental committee whose chairman would report to the appropriate Associate Dean. For the Faculty Salaries and Promotions Committee, any such Chairman would receive credit for his time spent in this capacity.

Respectfully submitted,

B. R. Abu-Laban

R. A. Davey

E. J. H. Greene (Chairman)

R. R. Hett

R. E. McKown

J. O. Orrell

B. G. Rule.

November 1976 revision.

CRITERIA AND REQUIREMENTS FOR THE APPROVAL OF AN INTERDISCIPLINARY OR MULTIDISCIPLINARY PROGRAM

I. The Need and Support for the Program

1. How does the proposed program contribute to the intellectual balance of the curriculum of the University?

2. Concrete evidence of support for the program
    - (a) from prospective students (estimates of numbers)
    - (b) from the community (persons and governments), where appropriate (is the need being adequately met in other accessible institutions?)
    - (c) from individual professors in the departments concerned and from department chairmen (give names)
    - (d) a documented indication of the size of the market for graduates of the proposed program, where appropriate.

3. A statement about the degree of overlap with existing programs.

II. Academic Requirements and Current Resources

1. Present sample programs of courses, showing existing courses and the new courses required, within the present requirements for the B.A. (General) and the B.A. (Special).
2. Justify the need for the new courses required and specify the costs of the staff, present or new, for these courses.
3. Comment on the adequacy of library holdings for the proposed program and, if required, indicate the nature and the cost of needed library materials.

III. Administration

1. How would the interdepartmental committee be constituted?
2. What counselling services would be required and how would they be provided?

IV. Funding

1. Present a total budget for one academic year.
2. Indicate possible and committed sources of outside funding and sources of inside funding (including a statement on which courses could be offered by the Evening Credit Program).

V. Review

The Committee will recommend that in all cases the program should be reviewed every five years.

REPORT OF THE FACULTY OF ARTS HONORS COMMITTEE

Arising out of the approval by Arts Faculty of the Report of the Academic Principles and Aims Committee, the Honors Committee was asked to review and report on "the specific principles, aims, objectives and practices" governing the Honors degree. A subcommittee has been working on this project (the individual Honors Advisers having been assigned responsibility for obtaining departmental advice and comments), and we hope to present a report to Council early in the New Year. In the meantime, the Honors Committee recommends that the Faculty adopt for the Honors degree the following residence requirement:

i) A student proceeding towards the degree of B.A. with Honors in the Faculty of Arts must have credit for at least ten full-year (or equivalent) University of Alberta courses.

ii) The final year of the Honors program must be taken in one regular academic year in attendance at the University of Alberta campus.

It should be noted that under existing regulations Honors students must have credit for a minimum of five full-year (or equivalent) University of Alberta courses, and that this is also the minimum requirement for the B.A. (General) degree. The Committee believes that the minimum requirements for Honors should at least be comparable with those for the B.A. (Special) degree, hence the recommendation that at least ten University of Alberta courses must be taken.

Should approval be forthcoming from Council, it is intended that this legislation govern Honors admissions commencing with the 1977-78 academic session.

Respectfully submitted,

Rosemary M. Nielsen,
Chairman, Arts Faculty Honors Committee.

November 1976.

REPORT OF THE FACULTY OF ARTS HONORS COMMITTEE

The Honors Committee submits for Council's consideration a recommendation approved at its meeting of November 24, 1976:

> THAT all courses and seminars designed for Honors students in their second and third year should be numbered in the 300- to 400-level sequence, it being recognized that normally 500-level courses are graduate courses which may be open to fourth year Honors students.

This recommendation is in accord with the practice followed by most departments offering B.A., B.F.A. and B.Mus. Honors programs. However, it should be noted for Council's information that the resolution was not unanimously adopted by the Honors Committee, at least two members having contended that there was a certain value and consistency in having all their departmental Honors seminars and readings identified on a sequential basis at the 500-level. However, the prevailing argument was that a course having a 500 number is generally recognized to be a graduate course and/or one which is open to undergraduates at a very senior level (such as, for example, students in the fourth year of the Honors program), and that it is not normal practice for second and third year students to take courses numbered at the 500-level.

Should this recommendation be adopted by Council, the Honors Committee recommends that appropriate amendments be made to the 1978-79 Calendar, namely, that the general statement under section 44.1 be clarified and that individual departmental course listings be renumbered, where necessary.

Respectfully submitted,

Rosemary M. Nielsen,
Chairman, Arts Faculty Honors Committee.

24/11/76

REPORT OF THE FACULTY OF ARTS CURRICULUM COMMITTEE

Subjects of Concentration

(referral from August 31 Arts Faculty Council)

Arts Faculty Council referred to this Committee the task of reviewing the rationale underlying the minima and maxima for the principal and secondary subjects of concentration. The referral was made in the light of the addition to the calendar of the statement that students offering Biology as a secondary subject of concentration must offer four courses. It was pointed out this could create the anomaly of a student having more courses in the secondary subject of concentration than in the principal subject of concentration, the minimum for that being three courses.

Investigation revealed that the case of Biology relates to a requirement of the Faculty of Science, and that it is unique as far as concerns the need for a calendar entry. Biology is the only subject of concentration within the Faculty of Science for which a minimum of four courses is required. The Faculty of Science does not have a Department of Biology as such. Instead, relevant courses are offered by the Departments of Botany, Genetics, Microbiology and Zoology (Faculty of Science), in co-operation with the Departments of Entomology (Faculty of Agriculture and Forestry) and Bacteriology (Faculty of Medicine). Students seeking a concentration in Biology may take certain core courses from any one of these six areas, a minimum of four courses having been set to ensure that there is a reasonable biological content to the subject of concentration (comparable to, say, three courses in Chemistry or Physics).

The anomaly may occur in the case of other subjects in the Faculty of Science. Although the minimum in other subjects is three courses, a student may take four. Then, if his/her principal subject is a three-course concentration, the anomaly again arises.

The anomaly cannot occur where the principal and secondary subjects of concentration are composed of Arts subjects (because the subject in which the student takes the greatest number of courses will automatically become the primary concentration).

The anomaly can only occur in the B.A. (General) programme. The minimum for a principal subject of concentration in the B.A. (Special) programme is five courses, and the maximum for a secondary subject of concentration is also five.

The Committee feels that the anomaly is a tolerable one within the present structure and goals of the B.A. (General) programme. It therefore makes no recommendation to change existing minima merely in order to remove this anomaly.

Nonetheless, several members of the Committee expressed the personal view that a three-course subject of concentration is a miserable thing of dubious pedagogic value. This was felt to be so, even given the non-specialist orientation of the programme.

The ramifications of this line of thought the Committee recognizes to be considerable. Members agreed that it might be held unscrupulous to pursue the general issue merely on the pretext of the specific August 31 referral from Arts Faculty Council. It was agreed to draw Council's attention to the wider issue, and leave it to Council to take whatever further action Council members deem appropriate.

Respectfully submitted,

W. A. Blanchard

N. E. Bonvalet

R. T. Harrison

L. E. Larson

K. H. Norrie

M. Sasonkin

R. A. Shiner (Chairman)

A. Thimme.

November 5, 1976.

Report of the Curriculum Committee on the instruction to design an interdisciplinary or multidisciplinary course integrating the field of Natural Science.

Arising out of the approval by Arts Faculty of the APAC report, the Curriculum Committee was instructed in November 1974 to design special broadly-based interdisciplinary and/or multidisciplinary courses integrating each of the four component areas of a Liberal Arts education, the Fine Arts, the Humanities, the Social Sciences and the Natural Sciences. At its April 21st 1975 meeting, the Curriculum Committee decided to proceed with setting up subcommittees in the three Arts areas to design such courses. These committees are proceeding with their work, and we hope to have a report to present to Council on this matter in the New Year. At that same April 21st 1975 meeting, the Committee decided to postpone negotiations with the Faculty of Science concerning an integrative course for the Natural Sciences until some progress had been made on the intra-Faculty courses.

At the November 5th 1976 meeting the Curriculum Committee reviewed the part of our mandate as regards the Natural Sciences. As a result of this review, we wish to request Council to discharge us from further work on this part of our mandate, on the grounds that the academic goals such a course is designed to achieve have already been met by existing courses in the Faculty of Science and existing programme structures in the Faculty of Arts.

The Committee reasons as follows:

As far as can be ascertained from existing records and jogged memories, APAC did not have anything specific in mind with respect to an integrative course in the Natural Sciences beyond (i) a desire for symmetry--there are four areas in a Liberal Arts education, clearly integrative courses for the three intra-Faculty areas would be a good thing; so why not extend this to the fourth area? (ii) a feeling that the then-existing requirement of two courses did not meet the real goals of the Natural Science component of the Faculty's programme. The Curriculum Committee feels the second is clearly the more important of these. Its concerns in this matter resulted in the proposal for a modification in the second science requirement to recognize courses taught in the Faculty of Arts which are epistemological and methodological in character as fulfilling such goals, and derivatively the formal second science requirement. This proposal was finally accepted by Arts Faculty Council in May 1976.

There have been in the past number of years discussions on several occasions with the Faculty of Science concerning non-specialist courses for Arts students. The Faculty of Science has been always most reluctant to provide such courses, maintaining that students acquaint themselves with science best by work in a regular laboratory course designed for Science students. Nonetheless, a look at the calendar reveals the presence of several non-specialist courses in the Faculty of Science, all of which are to greater or lesser degrees integrative of different sub-areas of the Natural Sciences (see attached list). The alternative to regarding these courses as fulfilling the demand for an integrative course is to take the demand absolutely literally. That would involve saying to the Faculty of Science "No; we don't want a course integrating the biological sciences, and a course integrating the life sciences part of the physical sciences and a course integrating the physical sciences proper. We want one course integrating all the Natural Sciences." The Curriculum Committee finds it difficult to imagine what such a course would be like, unless it were the kind of methodological course which is now included in any case in the present interpretation of the second science requirement.

APAC showed itself aware of the dangers of dilution of content attendant upon a badly designed interdisciplinary or multidisciplinary course. With at least one eye on these dangers, the Curriculum Committee firmly believes that any course which is not methodological in approach and tries to integrate literally the whole of the vast field of Natural Science will be pedagogically meaningless. It is therefore most reluctant to approach the Faculty of Science with a view to getting them to design such a course. There are legitimate alternatives--the methodological approach, and the general integrative introduction to different areas of Natural Science. In the Curriculum Committee's opinion, these alternatives already exist. The Committee therefore submits this request.

W. A. Blanchard

N. E. Bonvalet

R. T. Harrison

L. E. Larson

K. H. Norrie

M. Sasonkin

R. A. Shiner (Chairman)

A. Thimme.

November 16, 1976.

General Courses already available in the Faculty of Science:

Chemistry 300. The Development of Chemical Concepts. *6 (3-0).
Intended to serve as Science option for Arts students.
Not for credit for B.Sc. students.

Biology 210. Biology and the Modern World. *3 (3-3).

Computing Science 261/2. General Introduction to Computers. *3 (3-3).
No math. background required. Not for credit for B.Sc. students.

Entomology 209. Entomology for Non-Biologists. *3 (3-3).
No prerequisite.

Microbiology 201. Elementary Microbiology. *3 (3-3).
Offered for students in Agriculture and Forestry, Home Economics; may be taken as Natural Science option by Arts students. Not for credit for B.Sc. students.

Physics 200. Basic General Physics. *6 (3-3).
Non-calculus life-sciences oriented course. Intended as terminal course, or as part of non-specialist pattern.

Physics 202. Basic General Physics. *6 (3-3).
Physical science oriented course. Intended as terminal course, or as part of non-specialist pattern.

Physical Science 341. Physical Science. *6 (3-0).
Designed to give non-science students some appreciation of fundamental ideas and methods in the physical sciences, their history and development, modern trends in these fields, and their relation to other disciplines. Not for credit for B.Sc. students.

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of April 12, 1977

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. M. Abu-Laban, R. F. Anderson, M. I. Asch, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, M. P. Browne, A. D. Cairns, J. Carter, C. A. Colter, J. D. W. Crowther, H. W. Cummins, R. J. E. d'Alquen, O. Dickason, W. Eastman, G. M. Farmer, J. Giard, D. H. Haynes, R. P. Heron, H. J. Jones, W. J. Jones, M. Jendyk, W. Jungkind, L. W. Kennedy, H. Kreisel, E. C. Lechelt, G. Marahrens, M. L. Marckworth, L. N. McKill, R. E. McKown, R. J. Middleditch, C. H. Moore, D. J. Moss, J. O. Orrell, N. J. Parker-Jervis, G. B. Peacock, T. L. Powrie, T. M. S. Priestly, S. Rees, E. Reinhold, P. A. Robberecht, B. L. Rochet, P. A. Rolland, R. A. Shiner, O. F. G. Sitwell, R. C. Smith, R. A. Stangeland, U. Trumpener, E. Waugh, T. H. White, R. G. Whitinger, and C. R. Wilson.

1. Minutes of Meeting of January 11, 1977
   On a motion by Professor Smith, seconded by Professor d'Alquen, the Minutes were adopted as circulated.

2. Administrative Change
   Dean Baldwin reported for information that Professor Ernest Reinhold will succeed Professor Margaret Jendyk as Assistant Dean, Student Programs, effective July 1, 1977.

3. Executive Committee Report
   [The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

   The following items were removed for separate consideration

   3.1 Executive Committee Replacements [ref. item 2, Exec. Rpt.]
   A slate drawn up by the Committee of Department Chairmen was automatically in nomination:

Fine Arts/Humanities (two to be elected)	Social Sciences (one to be elected)
H. F. Brauss, Music	R. C. Macleod, History
H. Kreisel, Comparative Literature	L. W. Kennedy, Sociology
P. A. Schouls, Philosophy	H. T. Lewis, Anthropology
J. A. Sybesma-Ironside, Art & Design	

   It was moved by Professor d'Alquen, seconded by Professor Bilsland,

   THAT nominations cease.

   Motion carried
   (election to be conducted
   by Faculty-wide ballot).

   3.2 Composition of Arts Faculty Rehearing Committees [ref. item 5, Exec. Rpt.]
   The Executive recommendations were moved by Professor Trumpener, and seconded by Professor Marahrens:

   THAT the definition of discipline be extended in the case of the Department of Religious Studies to comprehend the Department of Philosophy when it is necessary to replace departmental representatives on a rehearing committee for the purposes of hearing a tenure appeal.

THAT in item 4 of the internal regulations adopted by Council on October 26, 1976, the reference to "departments with fewer than five full-time staff" be modified by the addition of the phrase "not on leave, and available for service when the need arises."

Motions carried.

3.3 Advance Registration [ref. item 8, Exec. Rpt.]
Dean Baldwin reported that there had been a number of complaints lodged by the Department Chairmen concerning advance registration, and that the dissatisfaction is not necessarily confined to Arts Faculty. Among the concerns are: that the advance registration period is followed by so many changes in registration that its predictive value is almost nil; that class section sizes are not being maintained in advance registration in the same way that they are in in-person registration, and that in-person registration allows for immediate testing and counselling in a way that advance registration does not. Under the circumstances, the Executive recommended (the resolution being moved by Professor Bilsland, and seconded by Professor Trumpener):

THAT Council establish a committee of enquiry to look into the value of advance registration.

Professor Anderson having recommended that the committee be given a specific deadline for completion of its report, an editorial change was incorporated into the motion:

THAT the committee report back to the September meeting of Arts Council.

On the grounds that the Committee's terms of reference should not simply be to mount an attack against advance registration but that its charge should also include an investigation of how the present system could be improved, an amendment was moved by Professor White, and seconded by Mr. Carter:

THAT in making its report the committee address itself to the range of alternatives.

In the debate on the amendment it was noted that the September deadline would not permit a detailed and exhaustive enquiry, but that the committee should be able to isolate for discussion the general problems arising out of advance registration and the areas which may lend themselves to improvement. In the latter case it was recommended that the committee poll not only the Arts departments, but that it also examine procedures adopted by other faculties. Another recommendation was that there be input from the student constituency, as well as from those who are administering the system of advance registration.

Amendment carried.

Motion, as amended, carried (the selection of committee members being left to the Executive).

3.4 B.A. (Special) Designations on Transcripts and Diplomas [ref. item 9, Exec. Rpt.]

The Executive recommendation was put to Council on a motion by Professor H. J. Jones, seconded by Professor Shiner:

> THAT the B.A. (Special) with concentration in East Asian Studies be labelled as such on documents pertaining to both degree and certificate students.

Council was also advised that the Curriculum Committee supported the foregoing recommendation, but that it argued against the labelling of other B.A. (Special) concentrations of a non-interdisciplinary or non-multidisciplinary nature. (Note: The rationale for the latter position, which is a separate issue, will be incorporated into a later Executive report.)

Motion carried.

3.5 Report of the President's Committee on University Legislation [ref. item 10, Exec. Rpt.]

Dean Baldwin reported for information that the President's Committee on University Legislation has decided that it will delay the final drafting of its report until November, so that faculties will have more time for consideration of the original draft and for the submission of proposals for its modification. In the meantime, the President has asked to meet with Arts Council (the date yet to be determined) to explain the report and to answer queries about it.

3.6 Arts Faculty Representation on GFC [ref. item 11, Exec. Rpt.]

The Executive recommendations were put to Council on motions by Professor Smith, seconded by Professor McKown:

> THAT Professor J. A. Lejnieks' appointment to GFC be extended to a complete term (i.e. January 1, 1977 - December 31, 1979).
>
> THAT Arts Faculty representatives henceforth be elected to GFC on the basis of complete three-year terms.

Motions carried.

3.7 Classification of Courses for Administrative Purposes [ref. item 12, Exec. Rpt.]

It was moved by Professor Jendyk, seconded by Professor Reinhold,

> THAT Christian Theology courses and Philosophy courses offered by St. Joseph's College be classified as Humanities; and that the Old and New Testament courses offered by St. Stephen's College be classified as Humanities.

Motion carried.

It was then moved by Professor d'Alquen, seconded by Professor Asch,

> THAT the Executive Report be approved by Council.

Motion carried.

4. Student Representation on 1977-78 Arts Council

Dean Baldwin reported that nominations were submitted to eight of the seventeen departments and that the following students were elected to serve on the 1977-78 Arts Council:

Department	Student Member	Alternate
Economics	Lowell L. A. Willie	
English	Deborah Clifton	
History	Ronald Gillies	
Music	David James Raycroft	
Political Science	R. Gerald Eherer Michael Mannes	Andrew Roznicki
Psychology	Don Teeuwsen	
Slavic Languages	Marilee Vogstad	
Sociology	Tracy L. Andersen Cheryl Hume Richard Spelliscy	

It was moved by Professor Asch, seconded by Professor S. Abu-Laban,

THAT the student appointments be ratified by Arts Council.

Motion carried.

Note: Mr. Carter having expressed dissatisfaction with the existing procedures for the election of students to Arts Council and their appointment to Faculty committees, it was left to him to take the initiative and make an approach to the Executive Committee (with a view to presenting an alternative proposal to the May meeting of Arts Council, time permitting).

5. Arts Faculty Slate for Elections to GFC

[The report of the Nominating Committee having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Professor Lejnieks' appointment to GFC having been extended to a complete term (ref. item 3.5 above), an election slate was now required for the replacement of three Arts representatives whose terms of office will expire on June 30, 1977 (Profs. T. M. S. Priestly, B. G. Rule, and R. Silvester). The one remaining name submitted by the Nominating Committee was automatically before Council:

L. M. Fedigan, Anthropology.

Two further nominations were made from the floor of Council:

S. H. Arnold, Comparative Literature

J. V. Freeman, Art and Design.

It was moved by Professor White, seconded by Professor Marckworth,

THAT nominations cease.

Motion carried

(Profs. Arnold, Fedigan, and
Freeman elected by acclamatio

Note: It was left to the Executive Committee to consider whether the existing Faculty procedures are meeting the need for nominations to GFC, and to report back to Council.

6. Report of the ad hoc Advisory Committee on Supplemental Professional Activities

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The report was addressed to Article 29 of the new Staff Agreement, which requires that faculty members annually report supplemental professional activities undertaken in the previous year, and forecast such activities for the year to come (29.01), and which specifies that each Faculty Council must obtain the approval of the Board of the criteria and procedures to be followed in the administration and control of the supplemental professional activities of its staff (29.02). The recommendations in the report were put to Council on motions by Professor Orrell, seconded by Professor Trumpener.

A. Definitions and Criteria

THAT in reporting and assessing supplementary professional activities, the Faculty be guided by the Staff Agreement, Article 29, clarified as follows:

a. the following sentence to be added to the end of 29.01: "They must be related to the discipline or disciplines of the staff member's normal university work."

b. the sentence in 29.03 beginning "In considering the statement . . ." to be rewritten thus:

"In considering the statement it is the responsibility of the staff member and the Department Chairman to ensure that the outside activity does not interfere with the staff member's normal and energetic contribution to the work of the department."

Responding to a question from the floor of Council, Professor Orrell said that his committee was unable to provide a precise definition of "supplementary professional activities," there being no single criterion which could apply across the Faculty, and in all cases. It was recognized that this lack of specificity posed problems in administration for the Department Chairmen. However, given the diversity of the Faculty, the Committee was simply recommending that staff members abide by Article 29 to the best of their ability, bearing in mind that the supplementary activities proposed under Article 29 for approval as activities that staff may pursue, in effect, on University time must be professional in nature, and that (in accord with the committee's recommendation) these activities must be related to the discipline or disciplines of the staff member's normal university work. Council was also reminded that the "Supplemental Professional Activities" report was not an instrument of the Faculty Salaries and Promotions Committee, but was motivated by the Board's desire to have controls exercised on activities that could be seen as potentially competing with a staff member's primary employment at the university.

Motion carried.

B. Procedures

THAT procedures for reporting and forecasting supplemental professional activities should follow the steps set down in Article 29 of the Staff Agreement, and that

-- a copy of the annual forecast of future supplemental activities be returned to the staff member who submitted it, together with the department chairman's written comments;

-- changes in the forecast be handled in a like manner;

-- before the annual report is forwarded to the Dean it be commented on by the chairman and those comments conveyed to the staff member who submitted it;

-- all appeals against the decisions of the chairman concerning either forecasts or report follow the route described in the Staff Agreement 28.04.

It was noted that the committee was not proposing a specific format, but that implicit in the recommendation is the assumption that the reporting and forecasting will be fairly detailed. (Note: Some members questioned whether the forecast could not be in the form of a general statement. In response, it was suggested that the latter might be acceptable to meet the September 15 deadline which is specified in Article 29.03 of the Staff Agreement, but that before giving explicit consent to a particular project, the department chairman should have as much information as possible.)

Motion carried.

C. Implications for Faculty Salaries and Promotions Committee

THAT the Faculty Salaries and Promotions Committee be asked to redesign its "Worksheet" to include a new category of "Supplemental Professional Activities" in which the department chairmen will enter work which has been listed in the "Supplemental Professional Activities" reports.

Motion carried.

It was then moved by Professor Orrell, seconded by Professor Wilson,

THAT the Report of the *ad hoc* Advisory Committee on Supplemental Professional Activities be adopted by Council.

Motion carried.

Note: i) Council having observed that Spring, Summer and Extension teaching will henceforth be considered "supplemental activities," there was some concern that this could precipitate a potentially difficult situation in the event that the University or a given Faculty considers that it has an obligation to offer courses at those times, but that no instructor volunteers his or her services. The matter will be drawn to the attention of the Staff Agreement Review Committee.

ii) Professor Orrell confirmed on behalf of the committee that the following statement in the report (p.3, B.1) was intended as an "exhortation to the Dean," rather than a resolution: "Since the criteria applied -- within the broad guidelines of Article 29 -- will be those of the department concerned, we recommend that in considering appeals the Dean and other officers of the University be governed by these departmental criteria, where they exist, and not merely by those of the Faculty."

7. Report on the Aims and Principles Governing the B.A. (Honors) Degree
[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Dean Baldwin explained that the report was in response to the December 1973 recommendation of the Faculty's Academic Principles and Aims Committee "that the principles, aims and objectives governing [degrees other than the B.A. (General) and the B.A. (Special)] be examined by the respective administering sub-units in light of Part I [of the APAC report] to see if and how well they are fulfilling their aims and the principles of the Faculty of Arts," and that "they report their findings, their specific principles, aims and practices and any necessary changes, to the Faculty of Arts." The Dean added that the conclusion drawn by the Honors Committee was essentially that "its house is in order." The Committee was recommending some changes in the regulations governing the Honors degree (Part II of the report), but, for the most part, it was seeking Council's endorsation of the aims, principles and practices as they now exist (Part I of the report).

Part I. Aims and Principles Governing the Honors Degree
It was moved by Professor Marckworth, seconded by Professor Jendyk,

> THAT Part I of the Report on the Aims and Principles Governing the B.A. (Honors) Degree be adopted by Council.

Some members having indicated that they would prefer to deal separately with item I.D.1, it was moved by Professor Waugh, seconded by Professor S. Abu-Laban,

> THAT item D.1 be tabled until Part II of the Honors report has been considered.

Motion to table carried.

The question was then put on Part I of the report (approval of the general statement of aims, principles and practices, excepting item D.1).

Motion carried.

Part II. Recommendations for New Regulations for the B.A. (Honors) Degree
The individual recommendations were put to Council on motions by Professor Marckworth, seconded by Professor Jendyk (an editorial change having been made in the original wording of recommendation 1, to clarify its intent).

> THAT the Honors program in the Faculty of Arts shall include a junior laboratory science course, normally to be taken in the first year.

Speaking to the motion, Professor Marckworth said that there was considerable discussion in committee whether the mandatory science course should be a jr. lab. science, or whether it should be along the lines of the recently modified second science requirement in the B.A. (General) and the B.A. (Special) programs (which permits certain Arts courses to be substituted in lieu of a natural science course). The majority opinion was that the jr. lab. science should be a component of a degree in the liberal arts (whether generalist or specialist). A further consideration was that the jr. lab. science course would facilitate degree conversion for those Honors students who, for various reasons, may decide to transfer into the B.A. (General) or the B.A. (Special) program (although the jr. lab. science would not itself guarantee automatic conversion).

Motion carried.

> THAT a student may petition to interrupt his program to travel or take employment related to his field as assessed and supported by his department.

Professor Marckworth explained that the recommendation represented greater flexibility in this area, that is to say, a widening of the grounds for exception.

Motion carried.

> THAT the GPA required for graduation with First Class Honors shall be computed on a basis chosen by each department provided that it meets a minimum requirement determined by the Faculty.
>
> THAT graduation with First Class Honors shall be recommended on the basis of a GPA of 8.0 computed on at least all courses taken in the subject of specialization in the last two years of the program.

Council was advised that the proposed Faculty minimum is in fact the existing minimum requirement of all departments.

Motion carried.

> THAT every student shall normally spend at least two full years in the Honors program; exceptions shall be by departmental consent.

For purposes of clarification it was noted that the intent of the motion is that "departmental consent is both necessary and sufficient."

Motion carried.

Item D.1 of the report was now automatically before Council.

> Continuous, intensive study is deemed to be of fundamental importance. Residence and course-load requirements demand that the student take five full-course equivalents each winter session for four consecutive years; i.e., the program may not be accelerated or decelerated or interrupted without petition to the Faculty Honors Committee; such concessions are granted only in exceptional circumstances.

The principle of continuous, intensive study as enunciated in the report was challenged, on the grounds that it is discriminatory against certain classes of people, such as, for example, those in the single parent category, who may otherwise be well qualified to participate in an Honors program, but who may for economic and/or financial reasons be unable to comply with the requirement of five full-course equivalents each Winter Session for four consecutive years. It was also pointed out that, although the Honors Committee had left open to students the possibility of petitioning for deceleration or interruption of their program, there is no indication in D.1 whether the circumstances described above constitute grounds for exception, and that, in fact, the final clause tends to discourage rather than encourage petitions. Two proposals were put forward with a view to introducing greater flexibility in this area.

An amendment was moved by Professor Waugh, seconded by Professor Rolland,

> THAT the statement "such concessions are granted only in exceptional circumstances" be struck from item D.1.

An amendment to the amendment was moved by Professor Anderson, seconded by Professor Trumpener,

> THAT item D.1 be revised to read: "Continuous, intensive study is normally deemed to be of fundamental importance. Residence and course-load requirements demand that the student normally take five full-course equivalents each winter session for four consecutive years; i.e. the program may not normally be accelerated or interrupted; however, the Faculty Honors Committee upon petition may allow exceptions to the normal practice."

The amendments were not put to a vote, a motion for referral back to committee taking precedence (Professor Marckworth having indicated that the Honors Committee would be willing to reexamine the issue). It was moved by Professor Shiner, seconded by Professor Blodgett,

> THAT item D.1 of the Report on the Aims and Principles governing the B.A. (Honors) Degree be referred back to the Arts Faculty Honors Committee, and (i) that the Committee produce detailed arguments as to why the aims and principles which have been accepted for the Honors degree dictate the degree of intensive study presently specified in D.1; (ii) that the Committee speak to the suggestion that D.1 as it stands is discriminatory against certain classes of people with a legitimate interest in seeking an Honors degree; (iii) that in the course of its deliberations the Committee consider the possibility of the grounds for exception being considerably widened and perhaps specified in writing, and (iv) that the Honors Committee report back to the November 1977 meeting of Arts Council.

Motion carried.
(referral back to committee).

8. Curriculum Committee Reports
   8.1 Extra-Faculty options
   8.2 Student-initiated courses

9. Report of the ad hoc Committee on Writing Ability

Consideration of items 8 and 9 was deferred.

10. Adjournment

By general consent, on a motion by Professor Smith, seconded by Professor d'Alquen, the meeting was adjourned at 5:00 p.m.

Chairman.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: MARCH 1977

1. Associate Dean, Fine Arts and Humanities [reported for information]
   Professor C. H. Moore will be going on a half-year sabbatical leave commencing January 1, 1978, and Professor G. B. Peacock has agreed to serve as Acting Associate Dean, Fine Arts and Humanities, for the period January 1 - June 30, 1978.

2. Executive Committee Replacements
   In accord with existing procedures the Committee of Department Chairmen nominated the following slate of candidates, all of whom are willing to stand for election to 3-year terms on the Executive (as replacements for Professors Crowther, d'Alquen and Trumpener, whose terms of office expire this year).

Fine Arts/Humanities (two to be elected)	Social Sciences (one to be elected)
H. F. Brauss, Music	R. C. Macleod, History
H. Kreisel, Comparative Literature	L. W. Kennedy, Sociology
P. A. Schouls, Philosophy	H. T. Lewis, Anthropology
J. A. Sybesma-Ironside, Art & Design	

   The slate will be presented to Arts Executive Council on April 12, at which time nominations will be accepted from the floor of Council. The election will be conducted by Faculty-wide ballot.

3. Selection Committee for Chairman, Department of History [reported for information]
   The Department of History having elected its representatives, the Selection Committee is now complete. Its members are as follows: Dr. W. Allen, for the Vice-President (Academic); Dean John Forster of Graduate Studies and Research; Professors J. Barrington, F. D. Blackley, and B. M. Smith of the Department; Professor R. J. Buck, from GFC; and Messrs. Wayne McKenna (4th year Arts) and Murray Douglas (graduate student), students. The Committee is chaired by Associate Dean Abu-Laban.

4. Nominations for Election to the Board of Governors
   A replacement is required for one of the two academic staff representatives on the Board of Governors: Dr. Donald M. Ross, whose term expires June 30, 1977 (the continuing member being Dr. Mary Spencer of Plant Science). GFC having requested that faculties submit nominations by April 1, the Executive, acting on behalf of Arts Council and in accord with procedures approved for Board nominations in 1975, nominated Professors B. L. Evans of the Department of History (who will be on leave until September 1) and J. F. Forrest of the Department of English, both of whom have agreed to stand for election.

5. Composition of Arts Faculty Rehearing Committees
   The Executive recommends that in order to meet the terms of Article 11 of the Academic Staff Agreement (i.e. that at least two members of the

Rehearing Committee shall be members of the staff member's discipline), Council extend the definition of "discipline" in the case of the Department of Religious Studies to comprehend the Department of Philosophy. The Executive also recommends that in item 4 of the internal regulations adopted by Council on October 26, 1976, the reference to "departments with fewer than five full-time staff" be modified by the addition of the phrase "not on leave, and available for service when the need arises."

Note: The Executive will at some future date reexamine the internal regulations governing the composition of Faculty Rehearing Committees, to determine whether the various exclusions are unduly restrictive (say, for example, the exclusion from rehearing committees of departmental tenure representatives).

6. Student Appeals

6.1 Peter S. Bertles

Mr. Bertles sought permission to change his registration in Psychology 321 from "audit" to "credit" after expiration of the Faculty deadline, on the grounds of a misreading of the relevant Calendar statement. The appeal was supported by the Department of Psychology, it being noted that Mr. Bertles was fulfilling the requirements of a credit student in the course in question.

Appeal upheld.

6.2 Name withheld

The student's request was based on the same grounds as Mr. Bertles'. However, an examination of her record revealed a history of withdrawals plus the fact that her case involved the suspension of a second Faculty regulation, namely that students may not take for degree credit any senior course which has as a prerequisite a course in which they have received a grade of 3.

Appeal denied.

Note: In light of the foregoing appeals, the Executive has requested: (i) that the Course and Calendar Change Committee reexamine the publication of Arts deadlines in the Calendar; and (ii) that the Student Program Office explore the feasibility of handing out to students who register in audit courses an explicit statement concerning the deadline for changes in registration.

7. Proposal to Limit by Regulation the Number of Required Term Papers

The proposal was based on the grounds that "Arts students are required in many cases to write an unreasonable number of term papers each semester." The staff member having failed to provide any hard data or information to demonstrate that there is a problem calling for further enquiry, the Executive did not find in this particular proposal sufficient justification for launching a full-scale investigation. The Executive is, however, prepared to reopen the matter, in light of any demonstrable cases of hardship brought to its attention in the future.

8. Advance Registration

In light of complaints lodged by a number of Arts chairmen, the Executive will recommend to Council that a committee of enquiry into the value of advance registration be established within the Faculty.

9. B.A. (Special) Designations on Transcripts and Diplomas
The Executive considered a proposal from Dr. H. J. Jones, Chairman of the East Asian Studies Committee, that the B.A. (Special) with concentration in East Asian Studies be labelled as such on documents pertaining to both degree and certificate students. Since the B.A. (Special) is exceptional in its degree of concentration, the Executive recommends that Council approve her proposal.

> Note: In light of the foregoing submission, the Executive has asked the Curriculum Committee to consider the broader question of whether or not all B.A. (Special) concentrations should be labelled.

10. Draft Report of the President's Committee on University Legislation
The Executive has protested as too rushed the time-table for consideration and proposals for modification of the draft Report recommending a change in the University's governing structure. In the meantime the Dean will convey to departments a formulation of some of the issues involved as perceived by the Executive, for departmental discussion and comment.

11. Arts Faculty Representation on GFC
Professor J. A. Lejnieks of the Department of Political Science was elected by Faculty-wide ballot in December 1976 to serve on GFC for the period January 1 - June 30, 1977, thereby completing the remainder of Professor F. C. Engelmann's term of office. However, the Executive has since learned that in the case of an interrupted term it is not mandatory that the replacement be interim in nature (the Act here being interpreted as permissive for Councils). That is to say, Professor Lejnieks could in fact have been elected to a term nearest the regular three-year complete term, namely January 1, 1977 to June 30, 1979 (a complete three-year term apparently being precluded by virtue of the fact that GFC appointments normally take effect on July 1 of a given year, although this restrictive practice has been questioned and is likely to be changed to allow for three-year terms beginning in January). A further consideration in Professor Lejnieks' case is that his March election to the GFC Executive (which will take effect July 1, 1977) is subject to his continuance as an Arts representative on the parent body. Under the circumstances, the Executive recommends:

i) that in the specific case Professor Lejnieks' appointment be extended to a complete term (i.e. June 30, 1979, or December 31 if GFC practices permit).

ii) that Arts Faculty representatives henceforth be elected to GFC on the basis of complete three-year terms (recognizing that, in practice, some appointments may be 2½ years' duration).

12. Classification of Courses for Administrative Purposes
Arts Faculty Council at its meeting of February 15, 1977, resolved that the administrative classification of courses offered by St. Joseph's and St. Stephen's Colleges be deferred, pending further information on the nature of the courses and their relevance to a particular category. Having consulted with the Colleges, Assistant Dean Jendyk reported as follows:

St. Joseph's: The content of their courses in Philosophy and Christian Theology has a humanities thrust; additionally, in the interests of unification, the College considers it is appropriate to classify the courses in the same area as Philosophy and the main classification for Religious Studies.

St. Stephen's: As indicated by the title of the courses (Old & New Testament Literature), the thrust of the courses is the study of the literature of the Bible: in the case of the Old Testament, this is the literature of a People in a cultural context; the New Testament is the literature of a People in a religious context.

The Executive supports Professor Jendyk's recommendation that Christian Theology courses and Philosophy courses offered by St. Joseph's College be classified as Humanities; and that the Old & New Testament courses offered by St. Stephen's College be classified as Humanities.

Report of the Nominating Committee

re: Arts Faculty Representation on General Faculties Council

In accord with established procedures, the Nominating Committee met on March 28, 1977 to draw up a slate of candidates for election to GFC (as replacements for four Arts representatives whose terms of office expire on June 30, 1977). The following were nominated and have agreed to let their names stand for election:

L. M. Fedigan	Assistant Professor	Anthropology
J. A. Lejnieks*	Associate Professor	Political Science.

The Nominating Committee wishes to draw to Council's attention that, if a contested election is to take place (and indeed if all vacancies are to be filled), further nominations must be forthcoming from the Departments of Art and Design, Comparative Literature, Drama, Economics, Psychology, and/or Slavic Languages (the remaining departments not represented on GFC as of June 30).

Respectfully submitted,

M. I. Asch, Chairman, Arts Faculty Election Procedures Committee, and Convener of the Nominating Committee

H. B. Barclay, Anthropology

R. E. McKown, Political Science

B. Medwidsky, Slavic Languages.

*It is the Nominating Committee's understanding that the Arts Executive will submit to Council a separate recommendation regarding the nomination of Professor Lejnieks.

REPORT OF THE
AD HOC ADVISORY COMMITTEE
ON SUPPLEMENTAL PROFESSIONAL ACTIVITIES

We have considered the implications of the new Staff Agreement, Article 29, for members of the Faculty of Arts. Article 29 requires that faculty members annually report supplemental professional activities undertaken in the previous year, and forecast such activities for the year to come.

A. *Definitions and Criteria*

In the course of our discussions we consulted the chairmen of the departments in the Faculty and came to the conclusion that although the term "supplemental professional activity" is difficult to define, it would not appear to cover a category of work much undertaken in most departments of the Faculty of Arts, though we recognize that in other Faculties the case may be different.

We are therefore reluctant to recommend a series of definitions and criteria to the Faculty of Arts, beyond those already contained in Article 29 of the Staff Agreement.

In a Faculty as large and diverse as ours it would be impossible, and undesirable, to arrive at rigid criteria by which "supplemental" could be distinguished from "normal" professional work. The changing roles of our various departments make the establishment of such criteria difficult enough even at the departmental level. Nevertheless we believe that it is at that level that the distinctions must be drawn, so that Art and Design (for example) will not be governed by regulations drafted to suit Romance Languages.

We do recognize, however, that "supplemental professional activities," inordinately pursued, could become a danger to the Faculty, which therefore has an interest in overseeing and controlling them where necessary. We expect that the requirement to report and forecast them annually will have some regulating effect by itself, and therefore we do not propose any major addition to Article 29 for the special use of our Faculty, though we do suggest that its provisions should be clarified at two points:

a. Although we have found no satisfactory criterion for distinguishing between "normal" and "supplemental" professional activities throughout the Faculty, we do believe that some things should not be reported as professional activity at all, and therefore propose that reportable "profesional activities", whether normal or supplemental, should be related to the discipline or disciplines of the staff member at this University.

b. The Staff Agreement provisions (29.03) permit supplemental activities provided that they do not impede the work of the department. We propose that the emphasis of this criterion be shifted to ensure that the activities should not impede the normal and energetic contributions of the staff member to the department's work. We make this recommendation because we believe that it will help to prevent possible gross abuses of their position by individuals.

For the rest we propose that the Faculty follow the guidelines as they stand in Article 29, noting that they already contain a rough definition of "supplemental professional activities" and a criterion by which a department chairman may judge whether or not they are acceptable (29.03).

Because we do not believe that the problem is a major one for our Faculty, we do not recommend that Faculty members be required to report how much money they earn from supplemental activities, though we note that it is a university regulation that remuneration from contracted research may not exceed the equivalent of two months' salary for the department member concerned. It follows that staff members should, within the limits of this University regulation, be allowed to retain the full remuneration they earn under research grants and contracted research (cf Staff Agreement 30.03b). The use of university facilities for supplemental professional activities is regulated by the provisions of the Staff Agreement, 29.04.

We therefore recommend that in reporting and assessing supplementary professional activities, the Faculty be guided by the Academic Staff Agreement, Article 29, clarified as follows:

a. the following sentence to be added to the end of 29.01: "They must be related to the discipline or disciplines of the staff member's normal university work."

b. the sentence in 29.03 beginning "In considering the statement . . . " to be rewritten thus:

"In considering the statement it is the responsibility of the staff member and the Department Chairman to ensure that the outside activity does not interfere with the staff member's normal and energetic contribution to the work of the department."

B. *Procedures*

The Staff Agreement requires that two documents be filed annually, the first a forecast of supplementary activities for the coming year, and the second a report on such activities for the year past.

1. The Forecast

This is to be submitted to the department chairman by 15 September each year, for his approval in writing (29.03). Should the chairman not give his approval, the staff member may appeal to the Dean, the Vice-President Academic and to the President, in that order (28.04).

Since the criteria applied -- within the broad guidelines of Article 29 -- will be those of the department concerned, we recommend that in considering appeals the Dean and other officers of the University be governed by these departmental criteria, where they exist, and not merely by those of the Faculty.

In cases where the forecast supplemental activities change they must be renegotiated (29.03); again, the agreement of the chairman must be given in writing and any appeal must follow the route indicated in 28.04.

2. The Report

According to the Staff Agreement, 29.03, the report on supplementary activities must be addressed to both the chairman and the Dean. We recommend that it be sent to the chairman in the first instance, who should convey his comments on it to the staff member concerned before he forwards a copy to the Dean. Again, appeals against any adverse comments should follow the route of 28.04.

> We therefore recommend that procedures for reporting and forecasting supplemental professional activities should follow the steps set down in Article 29 of the Staff Agreement, and that
>
> -- a copy of the annual forecast of future supplemental activities be returned to the staff member who submitted it, together with the department chairman's written comments;
>
> -- changes in the forecast be handled in a like manner;
>
> -- before the annual report is forwarded to the Dean it be commented on by the chairman and those comments conveyed to the staff member who submitted it;
>
> -- all appeals against the decisions of the chairman concerning either forecasts or report follow the route described in the Staff Agreement 28.04.

C. *Implications for Faculty Salaries and Promotions Committee*

The question of Supplemental Professional Activities cannot easily be separated from the work of the Faculty Salaries and Promotions Committee. At present, for example, the "Worksheet" used by that Committee includes Spring, Summer and Extension teaching in the same section as normal teaching, although in future they are to be considered as "Supplemental". Supplemental Professional Activities should, we believe, be reported as such to the Faculty Salaries and Promotions Committee, and we therefore recommend that

> the Faculty Salaries and Promotions Committee be asked to redesign its "Worksheet" to include a new category of "Supplemental Professional Activities" in which the department chairmen will enter work which has been listed in the "Supplemental Professional Activities" reports.

A. Buse, Economics
R.A. Davey, Art and Design
J.P. Meekison, Political Science
J.O. Orrell, English (Chairman)
T. Rolston, Music
U. Trumpener, History
C.R. Wilson, Anthropology

2 March 1977

Professional Activities

Article 29 of the Academic Staff Agreement reads as follows:

"Supplementary Remuneration and Income"

29.01 A staff member may, subject to the conditions set out below, engage in professional activities which are in addition to regular University duties and responsibilities and for which the staff member may receive remuneration in addition to regular University salary. Without restricting the generality of the foregoing, the professional activities may include consulting, contracted research work, private practice in the fields of health, law, etc., teaching in the summer session, spring session, off-campus evening credit courses, extension programs, etc.

29.02 Each Faculty Council must obtain the approval of the Board with respect to the criteria and procedures to be followed within that Faculty in the administration and control of the supplemental professional activities of its staff members who in turn are required to observe these criteria and procedures. A Faculty Council may require a staff member to file a statement as to the remuneration received from such outside professional activities.

29.03 Although the criteria and procedures for outside and professional activities may vary from Faculty to Faculty and by Department within Faculties, each staff member must submit to the Department Chairman and Dean a statement which sets out, in detail, the extent of outside professional activities as set out in Article 29.01, during the previous academic year. The statement must be submitted no later than September 15 each year. The staff member at the same time shall also prepare a forecast of those activities proposed during the current academic year. The written approval of the Department Chairman must be obtained before the staff member is authorized to engage in the outside activities proposed. In considering the statement it is the responsibility of the staff member and the Department Chairman to ensure that the outside activity does not interfere with the normal operation of the Department. Such statements may be modified during the year subject to mutual consent.

29.04 Without restricting the generality of the foregoing, where the University is expected to provide facilities, space, equipment or administrative assistance or where there is to be participation in the activity by students or post-doctoral fellows (as, for example, with contracted research work), the University will require that a contract be negotiated through the Office of the President. Approval of such contracts will be subject to Articles 28 and 30 of this agreement.

Article 28.03, under "Determination and Performance of Duties," has a clause that is also pertinent:

28.03 Under the provisions of Article 29, the staff member is required to file an annual statement with the Department Chairman with respect to the extent of outside professional activities. The statement shall include a forecast of these activities during the current academic year, as well as a report on the activities during the past academic year. The Department Chairman must approve such activities in advance.

28.04 In the event of a dispute between the staff member and the Department Chairman with respect to the staff member's duties or the performance thereof, a staff member has recourse to the Dean, the Vice-President (Academic) and to the President, in that order.

Finally, under "Research," Article 30.03 (b), there is a reference to the bearing of Article 29 on research grants received from outside agencies:

30.03 (b) The staff member may receive remuneration from the research grant above and beyond the staff member's University salary, provided that such is permissible within the condition of the grant and the contract with the granting agency, and further provided that such is allowed under the criteria and regulations adopted by the Faculty to which the staff member is attached under the provisions of Article 29 of this Agreement and under University research regulations.

To: Professor R.G. Baldwin, Dean
The Faculty of Arts

2 March 1977

From: M. Lois Marckworth, Chairman
The Faculty of Arts Honors Committee

Re: Report on the Aims and Principles Governing the B.A. Honors Degree, and Recommendations for New Regulations.

Dear Dean Baldwin,

The Faculty of Arts Honors Committee has approved the enclosed Report on the Aims and Principles Governing the B.A. Honors Degree, and Recommendations for New Regulations.

This report is in response to a directive from the Faculty of Arts embodied in the Report of the Faculty of Arts Academic Principles and Aims Committee, October 1973, and the Honors Committee is pleased to be able to comply with this request at last.

Very truly yours,

M. Lois Marckworth

THE FACULTY OF ARTS HONORS COMMITTEE

REPORT ON THE AIMS AND PRINCIPLES GOVERNING THE B.A. HONORS DEGREE
AND
RECOMMENDATIONS FOR NEW REGULATIONS

17 February 1977

PART I. Aims and Principles Governing the B.A. Honors Degree

A. Historical Background. The B.A. Honors degree in Canada was originally developed as a specialist degree due to the dearth of advanced-degree programs in this country. After World War II, graduate education increased and, with the availability of more advanced-degree programs, the B.A. Honors degree became a means of preparing students for graduate study, maintaining its specialist nature. By association, higher academic achievement was expected of the Honors student than of a B.A. General degree candidate.

B. Current Aims. The B.A. Honors degree remains a specialist program with the specific aim of preparing students for graduate study or for further experience in a particular discipline.

C. General Principles.

1. As a degree granted in the Faculty of Arts, the B.A. Honors falls within the framework of a Liberal Arts education in the sense that it accepts as a primary responsibility the seeking, preserving and disseminating of knowledge in the fields of study of the Fine Arts, Humanities, and Social Sciences, with the addition of Natural Science.

   However, it must be recognized that, dependent upon the requirements of a particular discipline and the interest of each student, programs may range in flexibility from those which offer a balanced exposure to all areas of the Liberal Arts curriculum to those which offer concentrated specialization in one discipline. For example, a student may take
   - (a) minimum specialization + courses in a range of subjects,
   - (b) minimum specialization + a second subject of concentration and options,
   - (c) maximum specialization + a second subject of concentration,
   - (d) maximum specialization + options.

   This specialist nature of the B.A. Honors degree is affirmed in the Report of the Faculty of Arts Academic Principles and Aims Committee, Part I, B. 5. Comment 1. (iii), p. 8, as follows.

   > The B.A. (Honours) is a specialized degree, wherein the student normally attends for four years and offers twenty courses at a fairly high average. It deals primarily with one or two fields of study, as approved by the Faculty, in Liberal Arts. It is designed to lead to professional or graduate work in the one or two fields mentioned.

2. Within a Faculty of Arts, each discipline or area of specialization is distinctive; in designing a specialist degree program, each department must have flexibility in order that the requirements of the discipline

and the best interest of each student may be met. Accordingly, within the constraints of University and Faculty regulations, each department has autonomy in deciding on the requirements for the Honors degree.

D. Practices. The following practices serve to define, in general terms, the nature of the B.A. Honors program.

1. Continuous, intensive study is deemed to be of fundamental importance. Residence and course-load requirements demand that the student take five full-course equivalents each winter session for four consecutive years; i.e., the program may not be accelerated or decelerated or interrupted without petition to the Faculty Honors Committee; such concessions are granted only in exceptional circumstances.
2. In consultation with department Honors advisers, a student's program can be designed to provide in-depth study in an area of specialization as well as a background of supporting courses which normally preclude the necessity for a special and/or qualifying year of graduate study.
3. The existence of a minimum gradepoint average for entrance, promotion, and graduation encourages the more serious student to achieve and maintain a reasonably high level of scholarship.
4. In preparation for graduate study or for further experience in an area of interest, a number of departments offer small senior classes, seminars, tutorials, and other distinctive approaches such as minor theses, special projects, bibliography courses, etc., which are designed to instill and develop such skills as written and oral articulateness, techniques of critical thought and logical argument, and the ability to do independent work.

E. Comments. The Faculty of Arts endorses the concept of the B.A. Honors degree but recognises that current restrictions on finance, staff, and space may preclude development or the introduction of special features in existing programs. It becomes a matter of principle for departments to establish their own priorities for a relatively small group of students. It is important to note that these students may become the professors or professionals in many Fine Arts, Humanities, or Social Science fields. They are our investment for the future.

PART II. Recommendations for New Regulations for the B.A. Honors Degree

1. The first year of any Honors program in the Faculty of Arts shall include a junior laboratory science course.
2. A student may petition to interrupt his program to travel or take employment related to his field as assessed and supported by his department.
3. The gradepoint average required for graduation with First Class Honors shall be computed on a basis chosen by each department provided that it meets a minimum requirement determined by the Faculty.
4. Graduation with First Class Honors shall be recommended on the basis of a gradepoint average of 8.0 computed on at least all courses taken in the subject of specialization in the last two years of the program.
5. Every student shall normally spend at least two full years in the Honors program; exceptions shall be by departmental consent.

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of October 25, 1977

2:00 - 4:15 p.m.

PRESENT: R. G. Baldwin (Chairman), H. L. Abbott, B. R. Abu-Laban, S. M. Abu-Laban, R. F. Anderson, T. L. Andersen, S. H. Arnold, D. Barnet, J. W. Bilsland, W. A. Blanchard, A. D. Cairns, J. A. Creore, F. A. de Luna, O. P. Dickason, E. Egert, R. G. Eherer, B. L. Evans, N. Fetterman, J. W. Gartrell, J. R. Giard, R. Gillies, E. J. H. Greene, R. Gruhn-Bryan, R. T. Harrison, R. R. Hett, A. J. Holden, F. G. Hulmes, C. Hume, D. A. Jackel, E. L. Jackson, J. Jacuta, D. C. Johnson, H. J. Jones, J. King-Farlow, J. A. Lejnieks, S. D. Lewis, M. Mannes, G. Marahrens, R. E. McKown, R. J. Middleditch, C. H. Moore, A. M. Munn, N. A. Page, G. S. Peacock, T. M. S. Priestly, F. L. Radford, E. Reinhold, P. A. Rolland, P. A. Runquist, G. W. Sadler, M. Sasonkin, R. C. Smith, R. Spelliscy, R. A. Stangeland, P. Swartz, D. Teeuwsen, T. S. Veeman, E. H. Waugh, R. G. Whitinger, M. D. Wilkie, L. Willie, J. R. Wilson, and D. E. Young.

1. Minutes of Arts Faculty Council Meeting of September 27, 1977

On a motion by Professor Munn, seconded by Professor Hett, the Minutes were adopted as circulated (the names of Professors E. D. Blodgett and B. Schwartz having been added to the attendance record).

2. Executive Committee Report: October 1977

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The list of committee memberships (item 1 of the report) was updated by the addition of the following student representatives:

Canadian Studies Committee (Committee nomination)
J. L. Frigon

East Asian Studies Committee (Committee nominations)
L. A. Punko and D. H. Rhodes

Honors Committee (Departmental nominations)
Economics: J. Blair
Geography: L. Chizik (alternate)
Sociology: T. L. Andersen (alternate).

It was moved by Professor Smith, seconded by Professor Marahrens,

THAT the Executive Report be approved by Council.

Motion carried.

3. Fall Graduands

[The joint report of the Honors and Academic Standing Committees having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Two corrections were made to the list of students recommended for the B.A. (General) degree:

Add: Boyko, Joan Grace Gwendolyn
Delete: Edwards, Deidra Eaves.

It was moved by Professor Runquist, seconded by Professor Blanchard, THAT the normal cases of students recommended for degrees (pp.1-3 of the report) be approved by Council.

Motion carried.

It was moved by Professor Runquist, seconded by Professor Munn,

THAT the two special cases on p.4 of the report be approved for their degrees, the deficiencies notwithstanding.

Motion carried.

Note: The names of four students who failed to meet degree requirements were reported in confidence for Council's information.

4. Report of the Student Nominating Body

On behalf of the student nominating body (i.e. the core group of students elected to Arts Council), and in accord with Faculty legislation governing student membership on the following committees, it was moved by Mr. Gillies, and seconded by Ms. Hume,

THAT the following nominations be approved by Arts Council:

Arts Faculty Executive Committee
R. Gillies, J. Jacuta, M. Mannes, and L. Willie

Academic Planning Committee
K. Fettig, M. Shaw, and S. Thorkelson

Academic Standing Committee
R. Gillies and R. Spelliscy

Admissions & Matriculation Requirements Committee
M. Fithen, H. Groberman, R. B. Hansen, J. Jacuta, and R. Spelliscy

Course and Calendar Change Committee
B. R. Brown and A. Roznicki

Curriculum Committee
T. L. Andersen, T. R. Cox, J. K. Kelly, M. Mannes, H. Radiuk, D. Rankin, D. Teeuwsen, and J. Toogood.

Motion carried.

5. Procedures for Withholding Final Examination Papers

On March 28, 1977, GFC adopted in principle the policy that final examination papers in all undergraduate courses (in all sessions) are henceforth to be made available by departments to the Students' Union, which will collect them (2 copies each) in order to make them accessible to students. At the same time, GFC made provision for a Council's establishing procedures "for approving the withholding of a final examination paper where appropriate" (although when a paper is withheld, the Faculty is encouraged to submit sample examination questions in lieu of the total final examination paper). Accordingly, Dean Baldwin consulted with the Department Chairmen about the categories of examinations to be withheld and the reasons for withholding them, and summarized the findings for Council's consideration:

Proposed Procedures for Withholding Final Examination Papers

A. Chairmen are authorized to decide - at the request of an instructor (or in some cases in light of departmental considerations) - whether or not a given course or section thereof falls into one of the following categories approved for the withholding of final examination papers from Students' Union circulation:

[Previous Examinations Misleading]

1. Course changes or modifications effected or contemplated - of such significance that to issue previous examinations would be to mislead.
2. Change of instructor anticipated.
3. Pattern of examination not necessarily repeated. Examination instructions and guidance provided during the session.

[Examination not Expendable]

4. Objective, multiple-choice examination that has been carefully designed and cannot be readily varied.
5. Range of good questions limited.

[Irrelevance]

6. Examination tailored to special group: of no future interest.
7. Course withdrawn for upcoming year.

B. Where an examination is withheld, it will be for the instructor to decide whether to respond positively to GFC's urging that "sample questions in lieu of the total final examination paper" be submitted.

It was moved by Professor Munn, seconded by Professor Marahrens,

THAT the proposed procedures for withholding final examination papers be adopted by Council.

Motion carried.

6. Conference Travel Fund

[Professor J. A. Lejnieks, the Chairman of the Dean's Advisory Committee on Conference Travel Funds, was present for the discussion of this item.]

Members had before them a proposal from Professor F. A. de Luna of the Department of History that the staff conference travel regulations (which are administered by the Deans of the Faculties) be modified so as to provide additional assistance to those who participate on the programs of scholarly conferences, and also to those who travel to executive meetings of professional organizations. In his argumentation Professor de Luna stated, in part:

> "I agree wholeheartedly that some travel money should be made available to permit attendance by all, but I also believe that the university should find it possible to provide the relatively insignificant additional sums necessary to enable a minority of its professors in any given year to participate on the programs of conventions.
>
> Any university has a fundamental responsibility to foster

> excellence in its basic functions of teaching and research, and our existing system of salary increments does try to recognize and reward the outstanding contributions of a few each year.
>
> I believe that in its travel assistance policy also the university should recognize and encourage outstanding achievement.
>
> Now, it seems fairly obvious to me that presenting a paper does represent a higher form of scholarly activity than merely attending a convention, just as writing an article or book is a greater achievement than reading one. The university should recognize this distinction by providing additional support for those who participate. Whether this support comes from the staff travel fund or from other faculty funds is immaterial, but support should be available on a regular basis.
>
> Whereas the ideal solution would be to provide additional funds, I realize that there is little hope that more money will be forthcoming from the Board. But I see no reason why the present staff travel fund could not be used to promote both kinds of travel assistance. Under the present formula, the university allocates $250 per capita, but the Faculty of Arts is prepared to grant up to $400 on the basis of expected demand. I suggest that instead of redistributing the surplus above $250 on the same egalitarian basis, some or all of it should be set aside to create a second pool reserved for those who need additional assistance to participate in conferences after their original $250 has been exhausted."

Council was advised that a similar proposal had been made before and had been rejected by the Executive Committee of the Faculty, and that the Executive was still reluctant to see the Conference Travel Fund taxed for any purpose other than to permit the faculty-at-large to attend conferences. Despite this reservation, the Executive was willing to have Council debate whether a modest encroachment on the fund might be worth serious consideration. The total amount mentioned was something on the order of $7500, which would cost the Arts travelling staff approximately $20-$25 of their $400 allocation but would provide, say, $250 for some 30 program contributors found worthy of additional support.

In light of this information, it was moved by Professor de Luna, seconded by Professor Marahrens,

> THAT this Council exhort the Dean to set aside a small amount of the Conference Fund for partial additional subsidization of program participants if no other funds can be attached for the purpose. (Note: The question of creating a fund outside the Staff Conference Fund was earlier rejected by the Department Chairmen, on the grounds that it would take directly away from the Faculty's teaching allocation.)

In the debate on the motion the primary argument in support of the *status quo* was essentially that the existing guidelines provide the best means by which inadequate funds can be apportioned among the greatest number. In that connection it was argued that the University of Alberta is in a relatively isolated area and that it is therefore desirable that as many staff members as possible be given the opportunity to meet with their counterparts at other universities in Canada and elsewhere. It was also noted that there is no ready measure of what constitutes significant participation in a conference, and that, for example, a person who is active in the discussion may in fact contribute as much as the individual who is reading a paper.

Motion defeated.

7. Report of the *ad hoc* Committee on Advance Registration

[Professor Egert, the chairman of the *ad hoc* committee, was present for the discussion of the report, a copy of which is attached to the official Minutes.]

Arts Executive Council at its meeting of April 12, 1977, resolved that a committee of enquiry be established to look into the value of advance registration, that the committee address itself to the range of alternatives, and that it report back to the September meeting of Council. The *ad hoc* committee was unable to meet comfortably the September date for submission of the report and, therefore, the deadline was extended to October 25. The report was formally presented to Council on the basis of a motion by Professor Marahrens, seconded by Professor Smith,

> THAT the recommendations of the *ad hoc* Committee on Advance Registration be adopted by this Council.

In the preliminary discussion of the report it was noted that the individual recommendations were designed to improve the existing registration system, but that Council itself had not yet addressed the central question whether in fact it wished to retain advance registration. Accordingly, it was moved by Professor Peacock, seconded by Professor Munn,

> THAT the motion before us in all its parts be tabled pending discussion of the principle of advance registration.

Motion to table carried.

It was then moved by Professor Peacock, seconded by Professor Munn,

> THAT this Council go on record as wanting advance registration withdrawn.

In the debate which followed, members reiterated a number of complaints which had previously been lodged by the Department Chairmen and which had precipitated the establishment of the *ad hoc* committee, namely, that the advance registration period is followed by so many changes in registration that its predictive validity is nil; that class section sizes are not being maintained in advance registration in the same way that they are in in-person registration, and that in-person registration allows for immediate testing, counselling and placement in a way that advance registration does not. On the other hand, Council was reminded that the *ad hoc* committee had made a careful survey of all 17 departments of the Faculty, and that it had arrived at the following conclusion: "Since there are 7 departments which receive no benefit from advance registration - in fact for them the system in general is a severe disadvantage - the committee did consider recommending that advance registration be abolished. However, we concluded that a negative recommendation was not in the best interests of the Faculty at this time, because the majority of departments and students derive some benefit from advance registration. Therefore, we concentrated on isolating the problem areas and suggesting improvements to alleviate the concerns."

Motion defeated.

Council then returned to consideration of the original recommendations. Five of these were removed for separate consideration (recommendations 1, 3, 5, 7 & 10). The question was then put on the remaining recommendations.

(2) That all departments be urged to provide adequate and accurate information, in the form of course guides and counselling, about courses and programs during the spring and fall registration periods.

(4) That all University departments give greater publicity to the spring registration period.

(6) That all students who registered in April and May be allowed to make course changes on Tuesday of the fall registration period; in-person registration would start on Wednesday. (Note: This time frame was later changed to read "March and April," in accord with Council's decision regarding recommendation 1 below.)

(8) That the Registrar's Office make available more information - to departmental officers responsible for registration - about correct procedures for registration, as well as information about how best to use the information obtained from the spring registration period.

(9) That the University undertake a study of advance registration systems of several other universities, with a view to incorporating new and returning students into the advance registration system.

Recommendations 2, 4, 6 & 8 evoked little comment other than the observation that publicity and counselling are key factors in the advance registration process. Recommendation 9 gave rise to the suggestion that a study also be made of the internal operations of the University Bookstore, with a view to reducing congestion and improving service during the registration period.

Recommendations 2, 4, 6, 8 & 9 approved.

The recommendations which had been removed for separate consideration were then put individually to Council.

(1) That the University registration period for all eligible continuing students be April 15 to May 15 (as distinct from the existing March 1 to April 30 registration period).

The rationale offered by the committee was that (a) course timetables could be prepared by departments six weeks later; (b) students would have finished essays and exams before making a choice, and (c) unofficial grades would be available, assuming that instructors turn in their grades within 5 working days of the final exam. The committee was also of the opinion that the later period for registration of continuing students would result in fewer course changes. However, the proposed time frame was opposed, on the grounds that it was too restrictive. Council was reminded that students, professors, and administrators are all heavily involved in year-end activities at that time of year and are therefore unable to give full attention to advance registration. It was noted, for example, that in the period April 17-26 the students are writing final examinations, and that they usually leave campus immediately thereafter to pursue summer jobs. It was also noted that in the period May 1-21 the Student Program Office is almost totally committed to the business of certifying grades and to other preparations for Spring Convocation. In addition, the committee's assumption that all instructors would turn in their grades within 5 working days of the final examination was thought to be unduly optimistic. Under the circumstances, an amendment was moved by Professor Creore, seconded by Professor Smith,

> THAT the University registration period for all eligible continuing students be March 15 to April 30.

Amendment carried.

Recommendation 1, as amended, approved.

(3) That eligible students who failed to register in March and April be charged a late registration fee when they register in September. (A fee of $25 is suggested.)

The committee's rationale was that "we want to achieve a higher rate of participation in the spring registration period. The predictive value of the advance registration figures should be more meaningful, especially for the senior courses." However, the recommendation was opposed, on the grounds that "penalty fees of this nature mean nothing to the affluent student, but they mean a great deal to the student who is hard up." It was also suggested that the recommendation could be counterproductive: that in order to avoid the $25 penalty, some students would simply go through a *pro forma* registration and submit changes at a later date. In any event, it was pointed out that there is already an element of coercion in that students who preregister are more apt to get their choice of course section and time, and that 80% of the eligible students do in fact preregister.

Recommendation 3 defeated.

(5) That one set of course changes be allowed each student; subsequent changes be made only by approval of the Dean's Office.

The committee's rationale was that "this should reduce the number of course changes." However, the recommendation was opposed, on the grounds that it tended to regiment the students. It was also suggested that the recommendation could be counterproductive in that it might encourage students to "save up" their course changes and present a "package" at the final deadline.

Recommendation 5 defeated.

(7) That the change of registration period be shortened from 8 to 5 days.

The committee's rationale was that "a shorter change period would limit the disruption of classes to one week." However, the recommendation was opposed, on the grounds that the registration period is an extremely hectic time for students and that the extra three days can be very significant when one is making course selections, buying books, finding residence, etc.

Recommendation 7 defeated.

(10) That the committee be disbanded.

Recommendation 10 approved
(with the thanks of Council).

Note: It was understood that the bulk of the recommendations will now go forward to GFC.

8. Adjournment
By general consent, on a motion by Professor B. R. Abu-Laban, seconded by Professor Blanchard, the meeting was adjourned at 4:15 p.m.

Chairman.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: OCTOBER 1977

1. Council/Committee Memberships

The Executive received and approved on behalf of Council the following departmental nominations.

1.1 Arts Executive Council

A. Faculty Representatives

Comparative Literature: U. Margolin, J. Ferrate (alternate)
Philosophy: R. N. Bosley and B. Linsky (alternates)
Psychology: P. Swartz

B. Student Representative

Slavic Languages: J. Jacuta (replacing M. Vogstad)

1.2 Honors Committee

A. Faculty Representative

Anthropology: L. Fedigan (alternate)

B. Student Representatives

	Member	Alternate
Anthropology:	R. M. Lewis	R. S. Galbraith
Art and Design:	J. Forster	M. Richter
Classics:	D. Coglon	-
Comparative Literature:	-	-
Drama:	K. Staines	C. Nolan
Economics:	Appointment pending	
English:	M. Nikkanen	S. McCarthy
Geography:	I. McLean	
Germanic Languages:	B. Schultz	R. Krause
History:	A. Pritchard	-
Linguistics:	-	-
Mathematics:	-	-
Music:	C. Derk	-
Philosophy:	C. Dean	D. Simak
Political Science:	C. F. McKinley	D. W. Sproule
Psychology:	J. Clifton	D. Conway
Religious Studies:	-	-
Romance Languages:	C. Greco	B. Altmann
Slavic Languages:	A. P. Simulik	D. Gillies
Sociology:	C. Hume	

2. Rehearing of Student Appeal: Name Withheld

The Executive on August 23, 1977, denied an appeal from the regulation that a Category C student required to withdraw from the Faculty must normally wait a year before readmission will be considered. Members agreed to review the case on October 14, the student having submitted additional information and having indicated that he would like to appear in person before the Committee. He was still asking that he be classified as a "B" rather than a "C" student, and his argument was still based, in part, on special pleading that his Quality Index was so close to the Category B range that he should be given the benefit of this classification, which does not entail withdrawal from the Faculty. (Note: Arts Faculty has established a Quality Index of 2.1 as the absolute minimum for Category B standing.) However, the balance of the appeal had changed.

(1) As a consequence of the new timing, the student was no longer seeking immediate (i.e. Fall 1977) readmission to the Faculty, but was instead looking toward acceptance in January 1978 (i.e. a date six months in advance of the time when he would normally be considered for readmission).

(2) In addition to the request for early readmission, he was now asking that he be exempted from another regulation governing Category C students and that he be permitted to retain credit for courses in which he had earned a grade of "4" in the 1976-77 session. (Calendar, 42.3: "Upon readmission. . . .only those courses in which a grade of five or better was achieved will be given credit from the unsatisfactory year that necessitated [the student's] withdrawal.")

(3) The student had previously attributed his poor performance to a series of personal problems, and to an injudicious selection of courses. He now cited as a third factor a visual problem.

(4) In his verbal statements to the Executive, he contended that his performance was gradually improving (despite the fact that his record showed a continuing pattern of failures over three semesters, and that his one grade higher than "5" was in a repeated course).

The Executive did not find in the evidence presented at the rehearing a case for exceptional circumstances, nor any other justification for a reversal of the earlier decision. In a unanimous vote it was resolved that the second appeal be denied, and that the student be required to comply with all of the regulations governing a Category C student.

3. Waiver of Final Examinations: Music 209, 216, 218, and 220

The Executive approved on behalf of Council a request from Professor Stangeland, the Chairman of the Department of Music, for a waiver of final examination in four instrumental techniques courses (the waivers to be on a continuing basis):

Music 209.	Woodwind Techniques 1.
Music 216.	Brass Techniques 1.
Music 218.	String Techniques 1.
Music 220.	Percussion Techniques.

ARTS FACULTY HONORS COMMITTEE REPORT - September, 1977

1. Graduands

1.1 Recommended for the degree of Bachelor of Arts with Honors

Name	Specialization
McFARLANE, Kenneth James	Political Science

REPORT OF THE SEPTEMBER 1977 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1. Graduands

1.1 Recommended for the degree of Bachelor of Arts (Special) with Distinction

KOSTASH, Carrie May
SEMENIUK, Rommen Michaelo

1.2 Recommended for the degree of Bachelor of Arts (General) with Distinction

BANKS, Peter
FRYETT, Maureen Elizabeth
GRANT, Marilyn Gail
JANDREY, Rita
KULYK, Christine Louise
MacIVER, Allison Christine
MURRAY, Douglas Scovil
NEILL, Heather Susan
SPLINTER, Peter Gerhardt
SWANSON, Deborah Lynn
TOSTEVIN, Lola
TOTH, Kathleen Ethel

1.3 Recommended for the degree of Bachelor of Arts (Special)

ANSTEY, Marilyn
BAER, Wallace Edward
BANAS, Wanda Elizabeth
BATE, Geoffrey David
BEGIN, Donald Joseph Alexander
BINNS, Beth Anne
BRODERICK, Margaret Ellen
DAWE, Billie Duane
DEMARCO, Mario Anthony
FISH, Ingrid Joyce
GEDDES, David Eric
GRAETER, Kathleen Ann
HALEY, Laura Anne
HUNTER, Deborah Gale
ILKIW, Taras Markian
KENNEY, John Stephen
LETERSKY, Caron Lynne
LYSENG, Orrin George
McCOURT, Sibeal
MICHAEL, Barbara Lynne
MUROWANYJ, Ira
PYRCH, Ronald Cyril
REID, Bozena Bronislawa
SANDFORD, Michael Arthur
SILVER, Dale Edward
SISSONS, David John
TURTLE, Gordon Bruce
WALBAUM, Lynn Ann

1.4 Recommended for the Special Certificate (equivalence of B.A. Special)

OPENSHAW, Milton William

JOHNSON, Rodney Lavern

1.5 Recommended for the degree of Bachelor of Arts (Canadian Studies)

GRUDE, Jan Kristian

MISH, Kathleen Holly

1.6 Recommended for the degree of Bachelor of Arts (General Program)

ADEYINKA, John
ALI, Mahmuda Syeda
BAILEY, Bruce K.
BARRY, John Stuart
BEEKEN, Richard Alan
BEITZ, Darrell Peter
BIT, Carla
BOEHM, Walter Paul
BOSSIO, Erminia
BOTHWELL, Allan Keith
BOWES, William Edward
BOYKO, Joan Grace Gwendolyn
BRAAMS, Theresa Maria
BREKKE, Irene Jane
BROSSEAU, Roberta Jean
BURNS, Martha Jean
BURSTYN, Nora
BYL-YESSY, Elise
CARELESS, Conrad George
CARTER, James Allison Jr.
CHAPELSKY, Margaret Louise
CHOW, Susanna Yuet-Seung
CLOAREC, John Joseph
COCHRANE, Ian Charles
CORBY-BOHUCH, Jane Susan
COSTELLO, William Everett
COURTNEY, Michael Larry
DAVIS, Sandra Ann
DEER, Ramona
DESLAURIERS, Raymond
ELDRIDGE, Margaret Janet
FAROLAN, Neli
FEDORKIW, Carolyn Pearl
GAMACHE, Susan Judith
HA, On King Alva
HARTE, Desmond Thomas
HAYNES, Dale Gene
HUDEMA, Alan Bernard
HUI, Vivianne Sau Fan
HUNT, Miles John
IP, Man-Choi Joyce
JASONSON, Gordon Blaine
JOHNSTON, Sue Anne
JONES, Dorothea Eva
KENNEDY, Priscilla Elizabeth Susan J
KERR, Margaret Elizabeth
KROSHUS, Mary Elizabeth
KUEFLER, Quinn Michael
LAGACE, Helene Florence
LAMOUREUX, Michele
LASCHUK, Samuel Dennis
LEE, Kwok Lau John
LONG, Walter Francis
LOVERIDGE, Laura Leone
LYSIAK, Karen Gail
MacARTHUR, Sheila Bernice
McMANN, Linda Iris
McMURCHY, Maxine Joyce
MERKEL, Katherine Lee
MORISON, Gaye Linda
NIEUWENDYK, Theodore Peter
NOSKO, Patricia Joan

Recommended for the degree of Bachelor of Arts (General Program) - continued

OLSEN, Lisa Kirsten
OLSEN, Olafur Brad
PAYCE, Gregory James
PEERS, Myrtle Catherine
PIRK, Gerhard Klaus
PLANTE, Andre Henri
POWER, Kathryn Mary Judith
POWER, Susan Elizabeth
RAKOWSKI, Henry Leo
ROWE, Ian McDougall
SABATINI, Linda
SCHULTZ, Cynthia Mae
SHAW, Judy Christine
SHEETS, Marvin L.
SHINIMAN, Sharon Jo-Ann
SHUM, Ronnie Tak Fong
SINGLETON, Robert Wayne
STAM, Cornelis
STRASHOK, Catherine Helen
SUEK, Ardis Ardean
THOMSON, Kenneth Bryn
TOKARSKY, Juliana Alexandra
UGANECZ, Harvey Dennis
VAN DE WALLE, Ben William
WALES, Sherry Lynn
WARING, Kenneth Robert
WEBSTER, Lynda Rose
WONG, Lucy Kwai Ling
WONG, Veronica So Lin
WONG, Wai-Nap Willip
WOODWARD, Katherine Anne
YUSEP, William David
ZOLTAI, Eve E. Kathreen

1.7 Recommended for the degree of Bachelor of Music with Distinction

BAIN, Randall Scott

1.8 Recommended for the degree of Bachelor of Music

NICHOL, Janet Edna
ONCIUL, Gerald Stephen

1.9 Recommended for the degree of Bachelor of Fine Arts

GOURLAY, Sheena Merrit
LIS, Lyle Steve
McFALL, Thomas Earl
WATT, Winnifred Laura

ADDENDUM

The Committee on Academic Standing checked the record of the following Collège Universitaire St. Jean student at the request of Dean F.J. McMahon and recommends her for the degree indicated:

Bachelor of Arts (General Program)

MUSZYNSKI, Wanda T.

SPECIAL CASES

GIRTEL, Kim Marla

The Committee on Academic Standing recommends that Miss Kim Marla Girtel receive the B.A. (General) degree, with Distinction, notwithstanding the fact that she is deficient a half course in her second area of concentration.

In the third year of her Honors Economics program, Miss Girtel applied for admission to the Faculty of Law at the University of Western Ontario and was accepted. She transferred to the B.A. (General) program February 1st, on the assumption that she would be awarded that degree under the terms set out in section 43.1.1 "Academic Standings and Graduation," paragraph (3) of the Arts and Science calendar. On February 9th, she dropped a half course, thus unwittingly disqualifying herself for this concession. In April she discovered her mistake and appealed to the Committee on Academic Standing for special consideration. The Committee agreed to recommend her graduation provided that she undertake to complete the final half course of her program in Spring Session and that it be a course in her second area of concentration. Miss Girtel has fulfilled this condition.

WOOD, John Roderick

The Committee on Academic Standing recommends that Mr. John Roderick Wood receive the B.A. (General) degree, notwithstanding an extra half course in his principal area of concentration. Mr. Wood was admitted to the B.A. (Special) Psychology program in April 1976 as a transfer from the Faculty of Science. On admission he was granted six and a half advance credits, including two and a half courses in Psychology. He entered his fourth year in the 1977/78 session with five and a half courses in his principal area of study. In mid-September he secured a job with the Provincial Government, for which a Bachelor of Arts degree was a requirement. He has petitioned that he be allowed to terminate his studies and receive the B.A. (General) in order to accept employment as a social worker.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (General)

BEDNAR, Mary Margaret	lacks 1 full course because of failure to write deferred finals
JOHNSON, Cynthia Lynn	failed supplemental in language other than English

B.A. (Special)

PONOMAR, Richard Andrew	failed supplemental in ½ course (grade of 2)
ROBB, Glenys Nora	failed to achieve required 10 course average

Report of the _ad hoc_ Study Committee on Advance Registration

A. Terms of Reference

The committee was established by Arts Executive Council on April 12, 1977, "to look into the value of advance registration" and was furthermore instructed "that in making its report the committee address itself to the range of alternatives." Because the report was to be ready for Council by fall, a detailed and exhaustive enquiry was not possible, nor was it expected. Therefore, following the sentiments expressed during the debate at Executive Council, the committee concentrated on isolating for discussion: 1) the benefits derived from advance registration, 2) the major problems, for departments and students, arising out of advance registration, and 3) the areas which may lend themselves to improvement.

B. Procedure

The committee met for the first time (without a student member) on May 24, 1977. After a preliminary discussion of the known problem areas and of possible improvements, the committee decided to discuss the areas of concern and suggestions for improvement with the 17 departments in the Faculty. Using a semi-structured interview format, the four staff members of the committee interviewed the chairmen and/or representatives of all departments. The information obtained was then collated and discussed extensively at the second meeting on June 16, 1977. At this meeting there was also discussion of the concerns of students as presented by the student member of the committee, who polled 31 students at a week-end conference. The remaining meetings (August 31 and September 21) of the committee dealt with the drafting of the report.

C. Benefits from advance registration

1. Departmental

a) Departments can obtain information about the number of students registering in each course, to enable them to plan somewhat in advance, e.g. to estimate better the size of class rooms and number of sections required to meet demand.

Note: Only 3 departments state that they benefit significantly from the advance warning; another 7 benefit to a limited degree. The remaining 7 departments find the information from advance registration useless.

b) Advance registration decreases the workload during in-person registration, because about half of the students generally pre-register.

Note: Here 7 departments stated that they benefit considerably from advance registration, 3 benefit a little, and 7 stated that they could just as well deal with all students during in-person registration.

2. Student

a) It is a saving in time, since students do not have to stand in line.

b) Students who pre-register in general have a better chance of obtaining their preference in courses and times.

Conclusion: Since there are 7 departments which receive no benefit from advance registration - in fact for them the system in general is a severe disadvantage - the committee did consider recommending that advance registration be abolished. However, we concluded that a negative recommendation was not in the best interests of the faculty at this time, because the majority of departments and students derive some benefit from advance registration. Therefore, we concentrated on isolating the problem areas and suggesting improvements to alleviate the concerns.

D. Major problem areas

1. Departmental

a) Advance registration does not provide accurate advance warning about numbers of students in classes, but in fact may provide departments with false information, because (a) some students who have advance registered never appear on campus, and (b) many students who have advance registered never appear in the class in which they are registered.

Note: For 8 departments this is an area of real concern, for 3 it is no problem and for 6 it is only a nuisance or irritation.

b) The large number of registration changes (the majority of them apparently generated by advance registrants) adds to the workload of departments, especially during the first week of classes.

Note: 11 departments stated this was a serious problem, 5 found it a problem but manageable, and for 1 it was not a problem.

c) The time schedule imposed by advance registration is unrealistic from a departmental point of view; until the budget is known, departments are not in a position to allocate their teaching resources and establish the course timetable.

Note: 13 departments felt this was a serious disadvantage of advance registration, 2 did not, 1 that it was not specifically connected with advance registration, and 1 that it would be helpful to have advance registration late.

d) Advance registration does not allow for the same kind of immediate testing and counselling in a way that in-person registration does.

Note: 7 departments found this to be a problem, 7 did not or thought the opposite to be true, and 3 found it insignificant or irrelevant to their situation.

2. Student

a) Departments do not always provide students with accurate and adequate descriptions of courses - the calendar statements are not considered adequate. Sometimes the instructor for a specific course is changed and then the course content can change - this may lead to course changes.

b) The current period of advance registration (March-April) is too early, because (a) students are concerned with essays and exams, and (b) they do not have their marks.

c) Once the students advance register they do not know their timetable until September; this information, especially if there is a problem, should be received as soon as possible.

d) The numbers of students assigned to labs is unequal - there are more in some of them than there are places.

Conclusion: From the interviews it became clear that almost all departments are experiencing serious problems with the present system. In a number of cases the magnitude of the concern is such that they favor abandoning advance registration completely. The language departments find that it creates more problems than it solves. Several departments support the concept of advance registration but not enthusiastically. For a few departments advance registration is very important and they would find it difficult to return to complete in-person registration. The only concensus was that if the university is to keep advance registration, there must be improvements. Students in general seem to support advance registration, despite the problems encountered.

E. Recommendations for improvement

We recommend that Arts Faculty Council urge GFC to implement the following changes in the university registration procedures:

1) that the university registration period for all eligible continuing students be April 15 to May 15.

Comment: The later time is suggested for several reasons: a) course timetables could be prepared by departments six weeks later, b) students would have finished essays and exams before making a choice, c) unofficial grades would be available, assuming that instructors turn in their grades within 5 working days of the final exam. (Apparently, the current average is 10 days, which is too long a period for our proposal to work.) We believe that the later period for registration of continuing students should result in fewer course changes.

2) that all departments be urged to provide adequate and accurate information, in the form of course guides and counselling, about courses

and programs during the spring and fall registration periods.

Comment: Students find that at present the information is not always reliable and complete. An improved performance in disseminating the pertinent information should reduce the number of course changes and reduce student frustration.

3) that eligible students who failed to register in April and May be charged a late registration fee when they register in September. (A fee of $25.00 is suggested.)

Comment: We want to achieve a higher rate of participation in the spring registration period. The predictive value of the advance registration figures should be more meaningful, especially for the senior courses.

4) that all university departments give greater publicity to the spring registration period. (For example, chairmen should ask all their staff to remind students - during the last week of classes and exams - about registration and the availability of counselling.)

Comment: This should result in greater participation.

5) that one set of course changes be allowed each student; subsequent changes be made only by approval of the Dean's office. (The Registrar's Office could pre-print one copy of a course change form for each registration form issued.)

Comment: This should reduce the number of course changes.

6) that all students who registered in April and May be allowed to make course changes on Tuesday of the fall registration period; in-person registration would start on Wednesday.

Comment: This should reduce the number of course changes during the first week of classes and reduce the problem of section imbalance. It may also be an incentive to register in the spring.

7) that the change of registration period be shortened from 8 to 5 days.

Comment: A shorter change period would limit the disruption of classes to one week.

8) that the Registrar's Office make available more information - to departmental officers responsible for registration - about correct procedures for registration, as well as information about how best to use the information obtained from the spring registration period.

Comment: There seems to be a lack of information, at least in some departments, about the whole registration procedure. Perhaps a series of informational "seminars" could be set up and publicized.

9) that the university undertake a study of advance registration systems of several other universities, with a view to incorporating new and returning students into the advance registration system.

Comment: Since the above recommendations address themselves to the problems of pre-registering the continuing students, we have left untouched the whole area of how best to deal with the new and returning students.

10) that the committee be disbanded.

No comment.

Respectfully submitted,

A. David
E. Egert (Chairman)
R.J. Grant
J. Moore
L.P. Morgan
R.A. Silverman
V.A. Stobee

October 1977

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of November 29, 1977

2:00 - 4:45 p.m.

PRESENT: R. G. Baldwin (Chairman), H. L. Abbott, B. R. Abu-Laban, S. M. Abu-Laban, R. F. Anderson, S. H. Arnold, D. Barnet, J. W. Bilsland, W.A. Blanchard, E. D. Blodgett, F. D. Clandfield, J. A. Creore, F. A. de Luna, R. G. Eherer, B. L. Evans, N. Fetterman, J. R. Giard, R. Gillies, E. J. H. Greene, R. Gruhn-Bryan, R. T. Harrison, R. R. Hett, F. G. Hulmes, C. Hume, J. Jacuta, D. C. Johnson, H. J. Jones, J. King-Farlow, S. D. Lewis, B. Linsky, M. Mannes, G. Marahrens, M. L. Marckworth, R. E. McKown, J. H. McTeague, R. J. Middleditch, C. H. Moore, A. M. Munn, M. J. Murdock, N. A. Page, T. M. S. Priestly, F. L. Radford, E. Reinhold, P. A. Robberecht, P. A. Rolland, P. A. Runquist, G. W. Sadler, M. Sasonkin, B. Schwartz, B. J. Silzer, R. C. Smith, R. A. Stangeland, D. Teeuwsen, H. Tennessen, T. H. White, R. G. Whitinger, M. D. Wilkie, L. Willie, C. R. Wilson, J. R. Wilson.

1. Announcement re: Queen's Silver Jubilee Medal
   Two members of Arts Faculty have been nominated by the University to be recipients of the Queen's Silver Jubilee Medal: Professor Violet Archer of the Department of Music, and former Dean D. E. Smith.

2. Minutes of Meeting of October 25, 1977
   On a motion by Professor Munn, seconded by Professor R. C. Smith, the Minutes were adopted as circulated.

3. Executive Committee Report, November 1977
   [The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

   3.1 Curriculum Committee Membership [ref. item 3.3, Exec. Rpt.]
   One addition was made to the list of appointments submitted for Council's ratification: Professor R. T. Harrison of the Department of English, a continuing member of the Curriculum Committee, was nominated by the Executive to serve as Chairman (replacing Professor R. A. Shiner of the Department of Philosophy, who is going on leave in January 1978).

   3.2 Arts Replacement on General Faculties Council [ref. item 4, Exec. Rpt.]
   A slate drawn up by the Executive was automatically in nomination, two candidates having agreed to contest the vacancy created by Professor R. G. Moyles' departure on leave:

   R. F. Anderson, English
   M. Jendyk, Drama.

   It was moved by Professor Munn, seconded by Professor Reinhold,

   THAT nominations cease.

   Motion carried
   (election to be conducted
   by Faculty-wide ballot).

   3.3 Faculty of Arts Marking Seminars [ref. item 7, Exec. Rpt.]
   3.4 Curriculum Committee Report on Student-Initiated Courses [ref. item 9, Exec. Rpt.]
   Special attention was drawn to these two items, it being noted (1) that departments interested in having marking seminars arranged for them on

an individual basis will shortly receive an invitation from the Dean's Office to call the organizers, and (2) that the Curriculum Committee was seeking Council's permission to withdraw its August 1977 proposal that there be a different system for the recording and monitoring of information on student- and staff-initiated courses.

It was moved by Professor Creore, seconded by Professor Marahrens,

THAT the Executive Report be approved by Council.

Motion carried.

4. Supplementary Report of the Course and Calendar Change Committee [Professor T. Yedlin of the Division of East European Studies was present for the discussion of the report, a copy of which is attached to the official Minutes.]

An editorial change was made under item 1 of the report, the explanatory statement of the new format for recording weekly course hours having been amended by the deletion of "/or." ("In parentheses, after the course weight, will be found the term in which the course is offered and the weekly lecture, seminar and/or laboratory hours.") It was then moved by Professor Reinhold, seconded by Professor Munn,

THAT the report of the Course and Calendar Change Committee, as amended, be approved by Council.

The debate in Council centred upon one of three courses proposed by the Division of East European Studies: INT D 443 The Soviet North and Siberia. One member questioned the academic seriousness of the course, on the grounds that there was no requirement of a reading knowledge of Russian. There was also some concern about the possibility of overlap with the existing Anthropology 346 Peoples and Cultures of the Circumpolar Region. In the latter case, it was moved by Professor de Luna, seconded by Professor C. R. Wilson,

THAT INT D 443 be referred back to Committee, for consultation with the Department of Anthropology.

Responding to the first question, Professor Yedlin said that there was ample resource material in the English language, and that it was readily available from the Boreal Institute. Professor Yedlin added that she did not anticipate any conflict with Anthropology 346, and in support of that contention she outlined for Council's information the complete syllabus of the proposed EES course.

The motion to refer INT D 443 back to Committee having been defeated, the question was put on approval of the report.

Motion carried.

5. Proposal to Establish a Faculty of Music at the University of Alberta [The proposal having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

On introducing this agenda item, Dean Baldwin explained that the University did not need the consent of the Faculty of Arts to create a Faculty of Music. However, both the Dean and the Vice-President (Academic) assumed that the University Academic Development Committee would want to have some indication of the Faculty's reaction to the proposal, hence the referral to Arts Council at this point in time.

The document was formally presented to Council by the Chairman of the Department of Music, Professor Stangeland, who expressed disappointment that it was not accompanied by the endorsation of the Arts Executive (ref. item 6 of the Executive's November report). Having urged Council to make its own assessment of the situation, Professor Stangeland moved, seconded by Professor Sasonkin,

> THAT this Council go on record in support of the principle to establish a Faculty of Music at the University of Alberta.

In the course of the debate, several Council members reiterated the opinion expressed by the Arts Executive, i.e. that the Department of Music had not made a persuasive case for separation from the Faculty of Arts. They argued that the Department was not fundamentally different from any other highly specialized subdivision within Arts, and that a similar brief could in fact be used by any number of departments to argue for faculty status. It was also pointed out that many, if not all, departments within the Arts Faculty could cite specific instances where their operations and development have been inhibited because of financial stringencies, and that the Department of Music was not unique in making such a claim. Moreover, the reference to the austere budgetary situation gave rise to the larger concern that the establishment of a Faculty of Music would involve the infusion of a considerable amount of money into the new faculty (say, for example, for additional administrative and clerical staff), and that this would in all probability be at the expense of the rest of the university community (assuming that the total governmental allocation to the University is not likely to be increased). In the latter case it was felt that the move would have the greatest impact upon the Faculty of Arts, because the Faculty would lose one of its components of flexibility in the allocation of resources. In addition, there were reservations whether it was really advisable to encourage the Department of Music in its desire to place increasing emphasis on its professional performance activities, on the grounds that this could lead to a curtailment of the Department's service function (i.e. a reduction in the number of courses that are available to other than B.Mus. students), and/or to a significant dilution of the academic component of the B.Mus. program, so that the proposed Faculty would be more in the nature of a conservatory. (Note: There was some speculation whether the other two Fine Arts Departments might ultimately seek a separate home for themselves, and the hypothesis was also put forward that the current proposal could lead to the disintegration of the Arts Faculty. However, the latter was not seen as a compelling argument by a majority of those taking part in the debate, who felt that the Music Department's case should be assessed solely on its own merits.)

In rebuttal, it was pointed out that the Department of Music was not disclaiming the fact that there are other specialist divisions within the Arts Faculty. Its argument was rather that in both nomenclature and content, the B.Mus. program is appreciably different from the B.A., the latter having as its primary thrust the exposure of the student to a liberal arts education, and the former being largely concerned with preparation for a specific professional/vocational role. It was the Department's view that separate Faculty status would better enable it to pursue specific program interests (such as, for example, the possibility of an Artist Diploma, which would accommodate exceptional musical talent, and which would conceivably place greater emphasis on the musical component and less on academic requirements), and that it would permit the establishment of the necessary administrative subdivisions to cope with the multitude of performance and community service activities. It was also suggested that separate Faculty status would eliminate the present difficulties experienced by Faculty Salaries and Promotions Committee in attempting to equate the performance and community service commitments of the Music professors with the research and publication activities of other members of Arts Faculty. At the same time it was emphasized that the Department was not interested in becoming a conservatory; that it wished to pursue its activities within the university system and on a parallel with other professional faculties such as Medicine and Law, and that it hoped to intensify rather than (as suggested above) reduce its service role. Finally, it was argued that the population and development of the province warranted a professional school of music; that faculty status would constitute a recognition of the maturity and standard of excellence achieved by the Department of Music, and that this in turn would have a significant bearing upon the Department's relations with its counterparts across the country, and in attracting students. (Note: In response to a question about financing, Professor Stangeland said that the Department of Music hoped that support for its professional/vocational aspirations would be forthcoming from the Alberta Government Department of Advanced Education, but that, with or without additional funding, it was seeking the establishment of a separate Faculty of Music.) Given these arguments and the fact that members of the Department of Music were unanimous in their support of the proposal, Council was urged to wish the Department well in its quest for independence.

Motion carried
(approval in principle).

6. Report of the Arts Faculty Honors Committee on Acceleration, Deceleration, and Part-Time Study in Honors Programs

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

In December 1973, Arts Council accepted a recommendation from the Academic Principles and Aims Committee that the principles, aims, and practices governing the Honors degree be examined to see "if and how well they are fulfilling their aims and the principles of the Faculty of Arts," and that the findings and any proposed changes be submitted to the Faculty. The Honors Committee's response was presented to Council in April 1977, and was approved with one exception, Council having referred back to Committee item D.1 of its report:

> Continuous, intensive study is deemed to be of fundamental importance. Residence and course-load requirements demand that the student take five full-course equivalents each Winter Session for four consecutive years; i.e. the program may not be accelerated or decelerated or interrupted without petition to the Faculty Honors Committee; such concessions are granted only in exceptional circumstances.

The referral back to Committee was couched in terms of the resolution:

i) that the Committee produce detailed arguments as to why the aims and principles which have been accepted for the Honors degree dictate the degree of intensive study presently specified in D.1;

ii) that the Committee speak to the suggestion that D.1 as it stands is discriminatory against certain classes of people with a legitimate interest in seeking an Honors degree;

iii) that in the course of its deliberations the Committee consider the possibility of the grounds for exception being considerably widened and perhaps specified in writing;

iv) that the Honors Committee report back to the November 1977 meeting of Arts Council.

The present submission was in the nature of an interim report, the single recommendation being moved by the Chairman of the Honors Committee, Professor Marckworth, seconded by Professor R. C. Smith,

> THAT this Council give approval in principle to the establishment of an apparatus for allowing flexibility in the time required to complete an Honors program and in the course load to be maintained while enroled in an Honors program; this flexibility to be by departmental recommendation, with the approval of the Dean's Office, to an extent within guidelines determined by the Honors Committee, and for special causes approved by the Honors Committee.

Professor Marckworth explained that the resolution was addressed solely to the principle of flexible Honors programs (such programs having been defined in the report in terms of acceleration, deceleration, and part-time study), and that the Honors Committee would at a later date submit for Council's approval a complete package of recommendations regarding implementation.

Motion carried.

7. Curriculum Committee Report on the Second Science Requirement and Connected Matters

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

In August 1974, the Curriculum Committee was asked by the Arts Executive to review the functionality of the Faculty's junior laboratory science requirement and the (then) second natural science requirement, bearing in mind Arts Council's December 1973 adoption of Report #1 of the Academic Principles and Aims Committee. In its March 1975 report to Council, the Curriculum Committee submitted (and Council approved) the following recommendations:

(1) That Arts students be required to take a full-session (or equivalent) junior lab. natural science course (reaffirmation of the existing requirement);

(2) That the course need not necessarily be taken in the first year of their program (it being understood that students would be encouraged to complete the requirement at the earliest possible date);

(3) That Arts students be required to take a second natural science course (full-session or equivalent); or a course in the philosophy

of logic, epistemology, philosophy of science, or history of science; or a course in the social sciences which focuses primarily on scientific methodology;

(4) That the Curriculum Committee, in consultation with departments in the Faculty, be authorized to draw up a list of approved courses applicable to resolution (3) above, these courses to be so designated in the Calendar.

Note: In May 1976, the Curriculum Committee recommended (and Council agreed) that the restrictive phrase "in the social sciences" be deleted from resolution (3), so that courses in the Humanities and Fine Arts would not necessarily be excluded from consideration.

In the process of establishing the approved list of Arts courses which may be substituted for the second natural science requirement, the Curriculum Committee became concerned that a relatively loose interpretation of the modified regulation had led to an assortment of options having very different kinds of motivation (see Calendar 42.2(5)b). The Committee's ultimate decision to reexamine the whole issue was occasioned by an April 1977 request from the Department of History that HIST 385 Science and Technology of Ancient China be added to the approved list of courses (the Committee having recorded in its November 1977 report to Council that "it seemed to us that [HIST 385] hardly acquainted students with the method of contemporary science - the goal we had assumed the Faculty's science requirement to serve. On the other hand it seemed no more distant from that goal than courses we had already placed on the approved list. . . .").

The Curriculum Committee began its review by going back to Report #1 of the Academic Principles and Aims Committee, which affirms that "education in the Liberal Arts should consist of some knowledge of the Humanities, the Fine Arts, the Social Sciences and the Natural Sciences." This goal was examined in the light of another statement in the APAC report that "the student should learn as many methods of enquiry as possible." The Curriculum Committee felt that one of the difficulties in administering the modified second science requirement was the lack of a clear understanding whether the phrase "as many methods of enquiry as possible" was intended to illuminate the earlier statement and thereby to suggest a "strict" interpretation of the SSR (this having been defined by the Committee as a means of acquainting students with the method of contemporary science), or whether it was meant to be a second fundamental principle and could then be extended in a variety of ways (say, for example, to comprehend the present "loose" interpretation of the SSR, which includes any course in Science and any course in Arts remotely "scientific" or "methodological"). The Committee was also concerned about another "lack of fit" between principle and practice, it being noted that the B.A. (General) program does not provide a mechanism for what, in the Faculty's official view, is the goal of a liberal arts education. That is to say, there is in the B.A. (General) program a provision for "some knowledge" of the Natural Sciences (by virtue of the mandatory jr. lab. science), but there is no similar guarantee that the student will take at least one course in each of the Fine Arts, Humanities, and Social Sciences. Accordingly, the Committee decided to bring these inconsistencies to Council's attention, and to ask for some guidance in the matter.

The initial observation was that the Curriciculum Committee had devoted a considerable amount of time and energy to the issues raised in its report;

that it had presented a series of seven alternative models for Council's consideration, but that the Committee had not itself identified one of these as being the single most attractive proposal. A question was therefore raised whether it would be fruitful for Council to spend its time debating the whole range of alternatives put forward by the Committee. Notwithstanding this reservation, Council consented to a series of straw votes, which were intended solely as information for the Committee.

It was moved by Professor R. C. Smith, seconded by Professor Marckworth,

> THAT Council affirm the second science requirement, loosely interpreted, which is understood to be the present practice.

Yes: 23 No: 18

In light of the relatively even split on the first straw vote, it was moved by Professor Harrison, seconded by Professor Sasonkin,

> THAT there be a stricter interpretation of the second science requirement, this interpretation to be in accord with the specification on p.2 of the Curriculum Committee report: a laboratory course in Science or a course in Arts or Science which deals with the history and/or philosophy of contemporary natural science, or with theory of knowledge.

Yes: 11 No: 27

One member having suggested that it might be useful to test opinion whether it was incumbent upon the Faculty to have a second science requirement of any nature, it was moved by Professor Harrison, seconded by Professor Tennessen,

> THAT there be a second science requirement.

Yes: 19 No: 18

With a view to obtaining some specific direction about the APAC statement that "the student should learn as many methods of enquiry as possible," Professor Blanchard moved, seconded by Professor Wilkie,

> THAT the second science requirement be restricted to either a course in the philosophy of science, or a course in the philosophy of knowledge.

However, the continuance of this method of sounding Faculty opinion was opposed, on the grounds that the business of Council would be more effectively and speedily dispatched if committees were encouraged to bring to the parent body a concrete proposal, together with a detailed rationale. Accordingly, a motion to table was moved by Professor Marahrens, seconded by Professor Priestly.

Motion to table carried.

8. Adjournment

By general consent, on a motion by Professor R. C. Smith, seconded by Professor Marahrens, the meeting was adjourned at 4:45 p.m.

Chairman.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: NOVEMBER 1977

1. Addition to the List of Fall Graduands [ref. item 3, AEC, 25/10/77]
The Executive approved on behalf of Council the recommendation of the Student Program Office that Ms. Virginia Gay Glover be added to the list of those eligible to receive the B.A. (Special) degree at Fall Convocation.

2. Student Appeals

2.1 Name Withheld

The student, who does not have a complete 5-course matriculation standing, was provisionally admitted to the B.F.A. (Art and Design) program on September 9, 1977, on the basis of the University regulations governing transfer from other Alberta post-secondary educational institutions (Calendar, 13.23): (1) on the clear understanding that the Faculty would be supplied with an official transcript indicating successful completion of courses taken by the student at the Alberta College of Art in the period January 1976 to April 1977, and (2) on the clear understanding that the Faculty would be supplied with a letter of recommendation from the Southern Alberta Institute of Technology (which is the parent institution).

On October 4, 1977, having received neither the transcript nor the letter of recommendation, the Student Program Office sent a registered letter to the student, advising him that failure to provide the documents by October 17 would result in cancellation of his provisional registration and a requirement to withdraw from the University.

On October 14, the student produced the SAIT transcript and, despite the evidence of a large number of course failures and an exceptionally low grade point average, he assured the SPO that a letter of recommendation was on its way from SAIT. No letter having been received by the extended deadline of October 18, the student was notified that his provisional registration had been cancelled. (Note: The Faculty Office subsequently received a copy of a letter dated October 27, 1977, from Mr. K. Sturdy, the Head of the Alberta College of Art, in which Mr. Sturdy pointed out to the student that his grades were "definitive.")

The student appealed to have his registration reinstated, on the grounds:

i) that his 1975 year in the School of Art at The College, Swindon in England be accepted in lieu of a successful year at an Alberta institution (notwithstanding the fact that The College, Swindon is not an accredited institution, and that the courses taken at that College do not appear to have afforded sufficient preparation for the year at SAIT);

ii) that, in effect, the student be "forgiven" the failed year at SAIT, and that he be assessed on the basis of the quality of his performance to date at the University of Alberta (notwithstanding his known academic deficiencies, and his intermittent attendance at classes during the one-month registration at the University of Alberta).

Appeal denied.

2.2 Bradley Alexander Thomson

Mr. Thomson asked that his registration in Psychology 260 be confirmed, notwithstanding his failure to comply with the deadline governing course additions. He cited as grounds for the appeal his recent transfer from the B.F.A. to the B.A. (General) program and the need to fill out the first year of the latter program. The request was supported by the course instructor, and it was also noted that Mr. Thomson had been doing the necessary makeup in the course pending the Executive hearing.

Appeal upheld.

3. Committee Memberships

The Executive will present for Council's ratification on November 29 the following nominations:

3.1 Admissions and Matriculation Requirements Committee

Outgoing Member	Executive Nomination
B. L. Rochet, Romance Languages	J. R. Wilson, Classics

3.2 Canadian Studies Committee

Outgoing Member	Committee Nomination
M. R. Lupul, Educational Foundations	H. M. Lysons, Educational Foundations

3.3 Curriculum Committee

Outgoing Members	Executive Nominations
N. E. Bonvalet, Romance Languages	P. E. Prestwich, History
R. A. Shiner, Philosophy	P. A. Schouls, Philosophy

3.4 Honors Committee (Departmental nominations)

Classics: E. C. May, alternate member
Geography: R. G. Ironside, primary member (replacing S. I. Smith)
R. B. Rains, alternate member
Psychology: D. Kuiken, primary member (replacing A. R. Dobbs)
A. R. Dobbs, alternate member (replacing M. E. Enzle)

3.5 Library Committee

Departmental nomination: U. Margolin, Comparative Literature (replacing J. Guthrie)

Non-voting membership addition: R. A. Pendergast, Economics (representing the Canadian Studies Committee)

4. Arts Replacement on General Faculties Council

The following were nominated by the Executive to stand for election to a full three-year term on GFC (as a replacement for Professor R. G. Moyles of the Department of English, who will be going on leave on January 1, 1978):

R. F. Anderson, English
M. Jendyk, Drama.

The two-person slate will be presented to Arts Executive Council on November 29, at which time nominations will be accepted from the floor of Council. The election will be conducted by Faculty-wide ballot.

5. Title and Perquisites of Professors Emeriti

At the present time, any tenured staff member who has served the University for at least ten years and has achieved the rank of Rull Professor becomes a Professor Emeritus upon retirement (there being provision for special pleading in the case of Assistant and Associate Professors who have served the minimum ten-year period). However, there is no consistency among the departments in the granting of privileges to accompany the title. Deans' Council having on October 19 raised with the Faculty Executives the question of a University-wide policy on this matter, the Arts Executive recommended:

i) that the current requirements for the conferring of the title continue to apply;
ii) that a standard set of modest perquisites be established.

In the case of ii) above, the Executive specifically excluded the perquisite of departmental office space, on the grounds that that is neither physically nor economically practicable, given the increasing numbers of Professors Emeriti. The Executive did however recommend that some sort of central community room be set aside for the use of Professors Emeriti and that provision be made for official Calendar listing, mail delivery (presumably through departments), and retention of Library privileges.

6. Proposal to Establish a Faculty of Music at the University of Alberta
The proposal was given a place on the agenda for Council's meeting of November 29, notwithstanding the Executive's view that the Department of Music had not made a persuasive case for separation from the Faculty of Arts.

7. Faculty of Arts Marking Seminars
Arts Faculty Council on August 30, 1977, accepted the recommendation of the *ad hoc* Committee on Writing Ability that "the Faculty organize one seminar for markers each term in which requirements of English composition would be clarified." The initial seminar was scheduled in the Fall for people throughout the Faculty, and met with limited response. In light of that exercise, the organizers proposed a change in the format whereby Winter Term marking seminars will be held with individual departments on the basis of demonstrated interest. The latter recommendation was approved by the Executive on behalf of Council.

8. Supplemental Professional Activities and FSPC (reported for the record)
The FSPC will not accept Council's April 1977 recommendation that the Annual Worksheets be redesigned to include a new and separate category of "Supplemental Professional Activities," on the grounds that such activities normally fall within the mainstream of professorial responsibilities that serve as the basis for increments and promotion and that, where they do not, it is for Chairmen to guide the Committee in its assessments: formal categorization on the Worksheet, as proposed, would therefore not be consistent with the approach taken by FSPC to such activities, in its application of Faculty criteria.

9. Curriculum Committee Report on Student-Initiated Courses (reported for the record)
Arts Council on August 30, 1977, referred back to the Curriculum Committee Recommendation II of its report: a proposal that there be a different system for the recording and monitoring of information on student- and staff-initiated courses. That recommendation was originally

designed to complement Recommendation I of the report: that provision for student-initiated course proposals be made mandatory in departmental Calendar listings. Council having defeated Recommendation I, the Curriculum Committee did not see any compelling need to revise the existing monitoring technique, and the Committee has therefore asked that Recommendation II be withdrawn.

10. *ad hoc* Committee to Review Faculty Experience with Credit by Special Assessment (ref. item 5, AEC, 22/9/75)

The following *ad hoc* Committee was struck by the Executive to review and report on the Faculty's two-year experience with credit by special assessment:

A. B. Crighton, Music
D. P. Fearon, Romance Languages
M. Jendyk, Drama (Chairman)
J. M. Nelson, English.

Report of the Course and Calendar Change Committee

Additional Submissions for the 1978-79 Calendar

1. Revised Format for Recording Weekly Course Hours

The Registrar's Office is implementing on a University-wide basis a change in the format of the Calendar whereby the present two-position lecture/lab listing of the weekly course hours will be replaced by a three-position entry (on a parallel with the information in the master course timetable). The Committee recommends that an explanation of the new three-position format be inserted in the Calendar.

44.1 Details of Courses: General Information

Delete: existing paragraph five.

Insert the following statement:

> In parentheses, after the course weight, will be found the term in which the course is offered and the weekly lecture, seminar and/or laboratory hours. The latter are arranged according to the following three-position format:
>
> First position: lecture hours
> Second position: s - seminar hours
> d - demonstration hours
> c - clinic hours
> L - lecture-laboratory hours
> Third position: Laboratory hours.
>
> Examples: (First Term, 3-0-3) means 3 hours lecture, no seminar, three hours lab per week.
> (Second Term, 0-1s-2) means no lectures, 1 seminar hour, and two lab hours per week.
> (Either Term, 3-0-0) means three lecture hours per week, no seminar, and no lab.
>
> Note 1. The hours of instruction for a full-session course are the same in both terms unless otherwise indicated.
> Note 2. "Either Term" means that the course may be offered either in the first term or in the second term or in both terms, at the discretion of the department concerned.

2. New Courses: East European Studies

INT D 347. Women and Socialism: USSR and Eastern Europe. *3 (Second Term, 3-0-0). Theory and practice of socialism as related to the status of women in Eastern Europe and the Soviet Union. Prerequisite: Consent of the Division of East European Studies. Note: Not open to students who have taken POL S 342 in 1977-78.

INT D 443. The Soviet North and Siberia. *3 (Second Term, 3-0-0). The economy, political administration, and the social development of the native peoples, of Siberia and the Soviet North. Prerequisite or corequisite: An area-related course in one of Geography, Political Science, Economics, or consent of the Division of East European Studies.

INT D 444. The Ukraine. *3 (Second Term, 3-0-0). Major social, economic, political and cultural trends in the Ukrainian SSR in the post-World War II period. Prerequisite or corequisite: An area-related course in one of Geography, History, Political Science, or Ukrainian, or consent of the Division of East European Studies.

3. Course Changes

3.1 Drama

DRAMA 200. Change hours to read: 2-2s-0.
DRAMA 255 and 345. Change hours to read: 0-0-2.
DRAMA 355, 660, and 661: Change hours to read: 0-0-3.
DRAMA 405. Change hours to read: 0-2s-0.
DRAMA 505, 608, and 618. Change hours to read: 0-3s-0.
DRAMA 680 and 681. Change hours to read: 0-0-6.
DRAMA 695. Change hours to read: 0-3s-0.

3.2 East Asian Studies

JAPAN 307. Japanese Language for Readers of Chinese I. Change course note to read: JAPAN 100 and 307 may not both be taken for credit.

For information: This is a new course approved by Arts Council on February 15, 1977. The force of the amendment is to remove JAPAN 300 from the restriction.

3.3 Political Science

POL S 500, 501, 502, 503, 523, 550, 555, 561, 580, 594, 609, 625, and 629. Change hours to read: 0-3s-0.

4. Course and Program Changes: Art and Design

The 500-level studio courses in Art and Design are currently listed in the Calendar as full-year lecture/lab courses with a weight of 6. The Department is now proposing that these courses be timetabled as either 6-week or 12-week lecture/lab courses, that they continue to carry a weight of 6, and that the hours be adjusted to ensure the equivalent of a full-year course (that, for example, a 6-week course be offered at the rate of 30 hours per week). No changes in course content are contemplated. The force of the proposal is to create a more intensive type of studio experience, so that students in the fourth and final year of the professional program will be able to concentrate heavily in a given area over a 6- or 12-week period (the students being involved, for the most part, in an individual study situation). The proposal has been given approval in principle by the Calendar Committee (it being noted that there are precedents for offering courses at a rate other than the normal 3 hours per week). The approval is conditional upon the Department's ability to arrange a suitable timetable whereby students can meet all of the requirements of the final year of the B.F.A. in Art and Design (including the scheduling of a required Arts and Science option).

Respectfully submitted,

E. Reinhold, Chairman,

Arts Faculty Course and Calendar
Committee

November 1977.

PROPOSAL TO ESTABLISH A FACULTY OF MUSIC

AT THE UNIVERSITY OF ALBERTA

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I. INTRODUCTION

> The Department of Music sees its primary role to be "its responsibility for the preparation of musicians who will be capable of making professional contributions in the sub-disciplines of performance, composition, theory, history, and the teaching of each of these. As a secondary role, the Department accepts the responsibility for seeking, creating, preserving and disseminating knowledge in the field of music that, in combination with other disciplines, contribute to an enriched life."[1]

The order of priorities in the above statement, reflecting the feelings of the Music Department staff, is reversed from that thought to be consistent with the educational aims of a Faculty of Arts. In the past, this inconsistency did not exist, as the primary role of that much smaller (in 1958, three members) Music Department was to offer courses which contributed to the general cultural education of students. Now, with 25 full- and 22 part-time academic staff, the proportion of staff and student time involved with what must be called "professional" courses (B.Mus., M.Mus., D.Mus. and music concentrations in the B.Ed. and B.A. Honors programs) far outweighs the time spent on the general cultural component; although this shift in concentration is an inevitable result of the growth of a music department and the activities of the Department now center around its professional programs, the Department continues to provide the general cultural component as well. It is the conviction of the Department that all aspects of its work will be enhanced by achieving Faculty status as explained below.

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[1] "Summary of Principles and Objectives of the Department of Music," adopted by the Department in October, 1975 (see Appendix II).

II. THE NEED FOR ESTABLISHMENT OF A FACULTY OF MUSIC

It is the opinion of members of the Department of Music that the establishment of an autonomous Faculty of Music at this University will facilitate the implementation of the principles and objectives enumerated in Appendix II. Those principles and objectives are in concert with the principles and comments enunciated in the Downey Report entitled, "Advanced Education in the Fine and Performing Arts in Alberta (1975)," together with its supporting documents. In that report, it is suggested that the Universities' primary roles in fine and performing arts education should be:

"1. To prepare high level artists, artist-scholars, and artist teachers;

2. To provide the 'artistic' component required for the general education of all university students;

3. To sponsor appropriate artistic performances."

The preparation of high level artists, artist-scholars, and artist teachers and the sponsorship of artistic performances require very specialized education, that kind of education which falls outside the mainstream of the Faculty of Arts where general rather than specialized education is the primary concern. The artistic component required for the general education of all university students improves in quality and in scope as a natural by-product of the professional programs. Without strong professional programs there would be little to offer non-music students in the living experiences of music; specialized staff and major students contribute directly to the cultural climate of the University and the community as well as to the general cultural courses offered by the Department. If one might assume, however, that the education of professional music students is peripheral to the primary activity of general arts education within the Faculty of Arts, it is understandable that the needs of professional programs have not always been (and possibly could not be) considered of equal

importance to the needs of general programs. In the report of the music consultant, Leonard Isaacs, to the Downey Committee, it is stated that "the Department's strength both within the university and in the community at large, would be greatly enhanced by its being separated from the Faculty of Arts--either as part of a Faculty of Fine Arts or as a separate Faculty. Its administration and budget procedures would be rendered more logical and would be observable in in a more realistic perspective than at present. Being 'hidden' within a larger and unrelated faculty does not help its public image--and cannot help but create unreal and irrelevant budgetary comparisons despite good will on the part of the 'administration'."

The Department sees its future strength as a Faculty of Music rather than as a Department within a Faculty of Fine Arts for the following reasons:

1. While there are certain common bonds between fine arts departments, these tend not to be found in any particular depth, and experience has demonstrated that the several areas tend to operate rather independently regardless of the administrative structure;
2. While art and drama departments at Canadian universities are more traditionally housed in Faculties of Arts, the majority of universities which offer the most comprehensive professional programs in music have formed Faculties or Schools of Music rather than Faculties of Fine Arts. Possibly this is because the history of the few existing Faculties of Fine Arts in Canada has not been particularly successful.

The need for a Faculty of Music at the University of Alberta is supported by Music's programs and by its staff and administrative requirements as noted below. It goes without saying that should the University of Alberta decide to establish a Faculty of Music, it will recognize the quality and professional output of its staff, the potential for qualitative improvement, and the potential

for further development as detailed in the preceding and following sections.

A. Program Requirements.

1. Program flexibility. As the Department has grown, more specialized curricula have logically suggested themselves. Development along these lines is inhibited, however, by Faculty of Arts criteria, which although valid in other Departments, bear little relevance to some courses of professional music study (a diploma program, for example, or a specialization in school music).

2. Student-teacher ratio. Because of the requirement of individual contact between teacher and student in the study of music--involving the acquisition of skills as well as knowledge--a very low student-teacher ratio should prevail. Within the Faculty of Arts the relatively low student-teacher ratio of the Department of Music is difficult to view objectively inasmuch as most Departments have a distinctly higher student-teacher ratio.

3. Performance organizations: The importance of orchestras, choruses, and bands to the music programs far exceeds their value as credit courses. They particularly enhance the cultural climate of the university and spread this influence throughout the community. The supervision and operation of such organizations is uniquely complex, far beyond that required for regular classes.

4. Public performance. Music has been said to be the result of three activities: creation, interpretation, and audition. This view elevates public performance to the level of importance of a class in composition or practical study. For students and staff alike, public performance represents a significant outlay of time and energy; within a Faculty of Music, all of the ramifications of public performance activities would be recognized. Furthermore, a more extensive public performance commitment could serve as a very effective component in university/community public relations.

5. Library services. For some number of years the Department of Music has been concerned over the consolidation of music library materials. Until recently, its Music Resources Centre, housed within the Fine Arts building, has contained only those materials, i.e. performance scores and recordings, which are purchased by the Department itself. The main score and book collections have been housed in the University Library. During the month of December, 1976, the Department's goal to bring together within the Music Resources Centre the entire score collection, record collection, and selected reference works, was realized after lengthy negotations with the GFC Library Committee and the University Library Administration. It remains for the University to establish a branch library for music so that all books and periodicals on music will be housed in the same location as the materials mentioned above. As noted by the external assessors who consulted on the proposed doctoral program several years ago, as well as by the music consultant to the Downey Committee, those people who need to have all of these materials in one location the most are disadvantaged without a total consolidation. Furthermore, specialized materials such as performance parts and sound recordings, which are

required to support professional programs in music, and which require special handling in a library, could be housed and made available more effectively in a branch library than in the central library. The establishment of branch libraries at the University of Alberta has been restricted primarily to professional Faculties. The need for establishment of a branch library is another indication of the uniqueness of Music's program within the Faculty of Arts.

6. Equipment. Music programs require an abundance of specialized equipment including musical instruments, audio equipment, and specialized electronic equipment. The Department's holdings in this area run into hundreds of thousands of dollars, and the need for additional and specialized equipment grows along with the growth of the programs and staff. While the needs of the Department in this area have been well met, comparatively speaking within the Faculty of Arts, in relation to other specialized programs in the University, which also require specialized equipment, the Department of Music is far behind. This applies not only to acquisition but to maintenance of existing holdings. As a Faculty of Music, there presumably would be more direct access to the central administration in the budgetary process and the Faculty's specialized needs could be considered along with the specialized needs of other professional faculties rather than within the less specialized needs of the Faculty of Arts.

B. Service Function.

The service function of the proposed Faculty of Music would continue as at present and would, indeed, become increasingly effective. This service falls into two categories: course offerings and public performances.

1. Courses: The Faculty of Music would continue to provide music courses for music major students in B.A. and B.Ed. programs; it would continue to provide elective music courses for students from all faculties.

2. Public performances: In addition to recitals by major music students, staff, and visiting artists, the Department offers public performance opportunities for many students throughout the university who belong to its small and large ensemble organizations. Departmental choral organizations have been heard frequently on radio and television and have performed throughout Alberta. In the summer of 1977 the Concert Choir toured England and Germany. The instrumental organizations (bands and orchestra) perform on and off campus and have recently, in the case of the Stage Band, been involved in a national competition. The opera workshop has presented fully staged productions annually on the campus. These performing groups are composed of music major students and others from the university in general who are accepted on the basis of audition. Additionally, some students take part in such organizations as an extra curricular activity (not for credit). The participatory experience for students outside the professional music program is a valuable artistic outlet for these students. At the same time, public musical presentations provide an important service by displaying the skills, knowledge, and talent of University of Alberta students to the University in general, to the city, the province, the nation, and indeed, to other countries.

As the professional aspect of the proposed Faculty's program grows in stature there will be a direct qualitative effect upon the Department's service offerings. The experience of live music cannot be replaced by discussion nor even by the best of commercial recordings. Regular visits to the classroom by live musicians

(professionals, highly qualified music students, and staff) is essential to the class's perception of music as an art. This is particularly important for such service areas as music appreciation and music history classes, enrollments for which are drawn from many faculties. Performance organizations formed of a nucleus of professional music students provide service students with a firm basis of musicianship upon which to lean and to emulate.

In summary, the establishment of a Faculty of Music as detailed above, would result in an intensified service commitment which would reach uniquely far beyond the immediate university community. The quality of service offerings would increase in direct proportion to the extent and quality of the professional music programs.

C. Staff Needs.

1. Academic.

(a) The music program depends upon a sufficient number of specialized instructors. While problems centering around the needs of full-time academic staff will be discussed below, part-time staff are, and will continue to be needed in order to service areas of the program not covered by regular staff. The employment of part-time sessional lecturers by the Department of Music is necessary to furnish instruction in the less heavily enrolled specialized

areas of the Wind and Percussion Instrument Division (i.e. horn, oboe, tuba, etc.), in the area of voice instruction where full-time staff cannot handle the entire enrollment, and from time to time in some other areas of the Department. The only way the Department has been able to provide for the established continuing teaching needs has been to seek soft funds from the Faculty of Arts each year. The Faculty has responded well to these requests, but because of a number of circumstances, such funds are not normally forthcoming until fall registration has been completed. This places the Department in the worst possible situation insofar as appointment of temporary staff is concerned, other private commitments having been made earlier by possible candidates. Additionally, insofar as dealing with admissions and provisional registrations is concerned, not being able to guarantee instruction until the last possible moment places the Department in a less than favourable light; and finally, prospective students are placed in a tentative position regarding their own futures.

(b) Regular academic staff within the Department of Music are required to teach well over and above normal teaching loads in the Faculty of Arts and the University in general. With average weekly contact hourly loads of over 15, music staff are disadvantaged in terms of course preparation time and time available for research and creative activity. It is recognized that teaching in the applied areas of music does not equate on a par with the more academic

areas of the discipline, and the Department figures its teaching loads on a 3:2 basis for this reason. Aside from this adjustment, however, the Department suffers because of the [relatively] smaller number of weekly student hours generated in relation to numbers of staff as a result of its need to offer a great deal of instruction individually or in small group situations. In the competition for additional staff members, the Department of Music is seriously disadvantaged when decisions weigh in favour of departments with large course sections even though the weekly contact hourly loads in such departments are often half the size of those in Music.

2. Non-Academic.

(a) The professional music program, as noted above, requires a great deal of public exposure. Public exposure for music means performance facilities furnished with high-quality sound and lighting equipment. Up to the present time, because of departmental limitations, there has not been technical nor managerial staff to operate and/or supervise the operation of the existing performance facilities. The addition of such staff to the Faculty of Arts is difficult to justify at a time when critical academic staffing needs are unmet; as explained above, however, (A.5.) in a music program the availability of such staff assumes a more central importance and will be felt throughout the University and the community.

(b) The sub-disciplines of music are unofficially divisionalized within the existing departmental structure. Insufficient secretarial support is provided with the unfortunate result that individual academic staff members must often perform their own

secretarial duties over and above heavy teaching loads. A Faculty of Music with officially recognized Divisions and provision for a reasonable amount of secretarial assistance would free academic staff for teaching and creative work.

D. Administrative Needs.

1. Faculty functions carried out by the Department at present. The present departmental administration handles, as do most faculty offices, many of the details associated with the admission of its professional students ranging from counselling through screening of applications, assessment of auditions, interviews and placement tests, to the formulation of recommendations for admission. It maintains its own student records, controls choices of routes for its students as they progress through the program, and makes recommendations on student promotion from year to year as well as on graduation. The Department has also been given the responsibility for selection of music scholarship recipients as opposed to selection by a central university committee, a practice which in a sense attests to the uniqueness of Music's program. Other administrative functions associated with the Department's professional programs include the work connected with its sponsorship of approximately 200 student, staff, organization, and visiting artist performances presented to the public. Of this, that which cannot be handled by the small, overworked administrative staff of the Department, is taken care of by Division Chairmen who, within the departmental structure, have full teaching loads already and receive no direct monetary consideration for this additional work.
2. Public performance. The Department's present structure makes impossible adequate administrative support for its 200 plus performances per year, in terms of scheduling, organization and publicity.

Again, such activities, difficult for a Faculty of Arts to justify, are essential in a professional music program and highly desirable

3. Curriculum development. In Appendix II will be found reference to projected programs. Further to projections made in 1975, the Department has become increasingly aware of the changing place of music in society and the need for new professional music curricula. It is the Department's belief that a university has a continuing obligation to assess its scope of offerings in relation to the needs of society. It seems apparent that such areas as music therapy, musical arts management, and some aspects of the music recording field will need to be explored as possible programs of study in order to fill educational gaps in this province. Such specialized programs clearly fall outside the purview of an Arts Faculty, but could be administered by a Faculty of Music, probably in conjunction with service offerings of already existing professional faculties. Costs would be minimal in that many existing courses in music and other disciplines could be combined into appropriate programs of study. Reference was made earlier in the brief (page 4) to other curriculum possibilities.

4. Staff appointment, tenure, and promotion. There is nothing more sensitive to the success of a professional/vocational program than the appointment of staff to offer such a program. Appointments in music require for the most part, special skills which must be assessed in addition to paper qualifications. To place the assessment of such skills partly in the hands of non-musicians is potentially dangerous to say the least. The equation of the needs of a professional/vocational program (which requires in a large measure practical work) to the needs of a more general academic

program is problematic and sometimes time-wasting. Within the structure of a Faculty of Music, appointments as well as matters of salary, promotion and tenure, would have a more secure foundation and the decision-making process would become more efficient.

Much of the foregoing implies an increased expenditure of funds; judging by recent history, it would appear that funding for the study of music will increase to some extent, anyway. The critical issue is not how much money will be spent on music--certainly, the Department of Music is not deluded that achieving Faculty status will magically produce a vast increase in funds--but, rather, how effectively the educational objectives of the music staff can be implemented. The Department believes that even with little financial gain there are important academic goals which could be achieved through the proposed Faculty of Music. These include such ideals as the diploma program and specialization in school music, mentioned on page 4, and possible important developments for the future, covered in the section on curriculum development on page 12. All of these goals would serve to provide music students with additional educational alternatives and would place the University of Alberta in a favourable position, nationally, to attract qualified students.

Further justifications for changing to Faculty status are suggested by the following charts. Chart I presents a comparison of some aspects of the Music Department's program to other units in the University already operating as faculties. Chart II shows that in scope of program and size of operation the University of Alberta holds a favourable position in comparison with institutions whose music programs are of similar scope and size, but where school or faculty status often prevails.

CHART I

Comparative Statistics for U.A. Faculties of Similar Size

(From Institutional Research Data Book for 1975-76)

Faculty	No. of Courses Taught (Total of 1st & 2nd Terms)	No. of Course Registrations (Total of 1st & 2nd Terms)	Average Weekly Student Hours	Average Weekly Contact Hours	Academic Staff	GTAs	Non-Academic Staff	Space (Area)	Operating Budget	Capital Budget
Home Economics	77	2656	6039	305.5	27.6	3.3	20.5	34,538	958,205	50,000
Law	79	5833	7285.5	185.75	25.6	1.2	11.0	22,796	610,911	2,500
Library Science	31	829	1305.5	62.25	9.1	-	3.0	12,699	274,260	2,000
Nursing	41	1312	4218.5	475	29.7	0.2	6.0	7,614	609,885	5,000
Pharmacy	47	2439	5497	268	21.6	2.8	11.0	54,172	886,981	51,000
Rehabilitation Medicine	111	2417	4818	359.25	23.4	-	4.0	18,167	605,991	27,000
College St. Jean	103	1280	2378	196	19.4	-	4.0	Not available	584,739	58,425
Department of Music	132	2769	4343.5	492.5	28.8	3.9	4.0	34,271	675,697	40,000

CHART II

Comparative Statistics for University Departments, Schools, and Faculties of Music in Canada, 1976-77

* Offer music degree programs through doctorate.

University	Admin. Unit	Undergraduate Students in Music Major Programs	Graduate Students in Music Programs	Staff Regular Academic	Staff Auxiliary Academic
Acadia U.	School	75	-	12	10
Brandon U.	School	102	-	20	13
Brock U.	Dept.	185 (BA only)	-	2	6
Carleton U.	Dept.	80	-	5	26
Concordia U.	Division	65	-	6	7
Dalhousie U.	Dept.	100	-	17	10
McGill U.*	Faculty	500	30	39	44
McMaster U.	Dept.	120	-	8	19
Memorial U.	Dept.	?	-	4	6
Mt. Allison U.	Dept.	100	-	13	2
Queen's U.	Dept.	170	-	16	24
St. Francis Xavier U.	Dept.	25 (BA only)	-	5	2
U. Alberta*	Dept.	282	33	25	22
U. British Columbia*	Dept.	300	18	26	43
U. Calgary (Fac. of Fine Arts)	Dept.	200	-	29	10
U. Guelph	Dept.	80 (BA, BSc. only)	-	4	14
U. Laval*	School	532	26	31	65
U. Lethbridge	Dept.	35	-	6	6
U. Manitoba	School	87	-	12	-
U. Moncton	Dept.	58	-	8	2
U. Montreal*	Faculty	207	41	27	38
U. Ottawa	Dept.	?	-	16	60
U. Pr. Ed. Island	Dept.	40	-	6	3
U. Regina	Dept.	80	3	14	2
U. Saskatchewan	Dept.	150	5	12	11
U. Sherbrooke	School	260	54	14	58
U. Toronto*	Faculty	400	50	46	63
U. Victoria (Fac. of Fine Arts)	Dept.	150	10	17	20
U. Western Ontario	Faculty	630	40	43	31
U. Windsor	Dept.	90	-	10	14
Wilfrid Laurier U.	Faculty	115	-	13	19
York U. (Fac. of Fine Arts)	Dept.	?	-	14	12

III. IMPLEMENTATION

A. Structure.

It is recommended that a Faculty of Music be established at the University of Alberta where the study of music has developed into a professional discipline encompassing degree programs from B.Mus. through D.Mus. Such a Faculty should be subdivided into four Divisions as follows:

1. Division of Instrumental Music;
2. Division of Keyboard Music;
3. Division of Vocal Music;
4. Division of Theory, Composition, and Musicology.

Chart III (p. 18) will serve to outline the areas of teaching responsibility for each of the proposed divisions. Chart IV (p. 19) is intended to project the distribution of present staff members to the proposed divisions. In addition to the four divisions, the Music Resources Centre would continue to exist with the projection that it will become a branch of the University Library system at some point in the future.

The Faculty of Music would continue to service students from other faculties as does the present Department; in fact, it is the belief of the Department that a more effective service function could be offered when Faculty status is achieved. The Faculty would wish to maintain close relationships with the Faculty of Arts in the servicing of B.A. programs with music concentrations, and with the Faculty of Education in providing the professional component for its music programs.

B. Administration.

The initial administrative appointments required for the establishment of a Faculty of Music include a Dean of Music, four Division Chairmen, and two full-time secretaries who would be assigned to the four Chairmen. The

existing APO, Departmental Secretary, Clerk Typist, and Keyboard Technician, and Technical Director of Convocation Hall would be assigned to the Faculty of Music office. The present Music Librarian and support staff will continue to be attached to the Music Resources Centre. Negotiations for additional support staff would be initiated in future years as required.

C. Space.

It is envisioned that existing Music Department space would be utilized for administrative purposes until Fine Arts II becomes a reality. The present general office space assigned to the Department would become the general office space of the Faculty of Music. The four Division Chairmen would work out of existing office space and their two secretaries would utilize spaces co-opted from an existing practice room and the outer office of the Fine Arts 1-13 suite. A review of space allocations would take place during planning of the projected Fine Arts II.

D. Funding Needs for Implementation of the Proposal.

It is recommended that the existing Department of Music budget be transferred to the proposed Faculty of Music and appropriately allocated within that Faculty. In addition, honoraria would need to be provided for the proposed positions of the four Division Chairmen and Dean of Music. Teaching relief for Division Chairmen to the total of approximately 1.33 FTEs would be required. Such relief could be provided on a sessional basis initially. Salaries for two full-time secretaries would also need to be allocated. These operating costs are estimated at approximately $45,000.00. Some small amount of funding for provision of office equipment, furnishings, and possible minor alterations to existing spaces would also be required.

CHART III

PROPOSED TEACHING RESPONSIBILITIES OF DIVISIONS

I. Division of Instrumental Music.

Applied Music (strings, winds, percussion)
String Literature and Pedagogy
Wind and Percussion Literature and Pedagogy
Instrumental Techniques
Instrumental Conducting
Small and Large Ensemble

II. Division of Keyboard Music.

Applied Music (piano, organ, harpsichord)
Keyboard Literature and Pedagogy
Art Song Interpretation (Accompaniment)
Piano Improvisation
Continuo Realization
Liturgics and Service Improvisation
History of Organ Building and Design

III. Division of Vocal Music.

Applied Music (voice)
Choral Literature and Techniques
Choral Conducting
Choral Ensembles
Vocal Literature and Pedagogy
Vocal Coaching
Opera Workshop

IV. Division of Theory, Composition, and Musicology.

Foundations of Music
Rudiments of Music
Aural Skills
Harmony and Counterpoint
Form and Analysis
Orchestration
Composition
Score Reading
Pedagogy of Theory
Electronic Music
Music History
Bibliography and Methods of Research
Church Music
Musical Style
Notation of Medieval and Renaissance Music

Each Division would also contribute to the offering of Introduction to Music courses and supervision of graduate students.

CHART IV

PROPOSED DISTRIBUTION OF ACADEMIC STAFF TO DIVISIONS

I. Division of Instrumental Music.

Professors:	L. Fisher C. Kenneson T. Rolston A. Smith (joint appointment)
Associate Professors:	M. Bowie M. Forsyth (joint appointment)
Assistant Professors:	E. Dalwood F. Pier
Sessional Lecturers: (part-time)	E. Bayens C. Christie A. Clarke M. Eckroth D. Fisher W. Grasdal D. Hoyt B. Johnson A. Lowrey J. Mahon M. Montjoy D. Otto

II. Division of Keyboard Music.

Professors:	H. Brauss G. Krapf E. Lejano R. Stangeland
Associate Professors:	E. Lincoln A. Munn
Assistant Professor:	J. Moore (half-time continuing)
Graduate Teaching Assistants:	1.5

III. Division of Vocal Music.

Associate Professor:	A. Strombergs
Assistant Professors:	L. Cook A. Ord H. Wiens
Sessional Lecturers: (part-time)	M. Aikman J. Letourneau

IV. Division of Theory, Composition, and Musicology.

Professors:	V. Archer A. Crighton M. Sasonkin
Associate Professors:	E. Filipkowski (joint appointment) M. Forsyth (joint appointment)
Assistant Professors:	B. Harris M. Roeder
Lecturer:	W. Berg
Graduate Teaching Assistants:	2

IV. CONCLUSION

The primary objective of musical instruction in a university is no different from the objectives of such Faculties as Dentistry, Medicine, Engineering, etc., that is, the education of individuals who ultimately will offer professional services to society. The needs outlined throughout this brief are similar to the needs of already established professional faculties.

The establishment of a Faculty of Music at the University of Alberta will have obvious advantages to the Department of Music, many of which have been outlined in the preceding sections. Perhaps the most important advantage will be the qualitative one which, it is anticipated, will result from the proposed new administrative unit with its internal departmental structure and its external direct link to the senior administration of the University. A qualitative improvement within its music program will also reflect upon the quality of the University as a whole. The image of the University of Alberta's music program will take on new dimensions as it emanates from a full-fledged Faculty of Music which will be able to project that image to not only the immediate community but also to the province as a whole, the nation and other countries. It is envisioned that the music programs offered by the proposed Faculty of Music will attract the best student clientele available at both the undergraduate and graduate levels. It is envisioned further that with the projected additional support needed for its public performance program, the creative output of the staff and the student body will be placed more meaningfully before a wider audience which will not only serve to enhance Music's academic program but to provide a more effective link between the university and the community.

APPENDIX I

HISTORICAL BACKGROUND OF THE DEPARTMENT OF MUSIC

For many years prior to 1958, general music courses on the campus of the University of Alberta were taught by staff members who comprised a Division of Music within the Department of Fine Arts of the Faculty of Arts. In 1958-59 a three-year Bachelor of Music program was offered by the Division of Music as a first step toward professional music training. The curriculum included courses in Applied Music, Music History, Music Theory, and non-music subjects, and the curricula of all students were common without specialization in a musical sub-discipline. By 1963-64 the need for more individualized courses of study within the Bachelor of Music program was recognized through the provision for three routes including Theory, Performance, and Church Music. In 1964 the routes of approach to the degree were extended to four with the addition of one in Pedagogy.

The year 1965 saw a separation of the Department of Fine Arts with its divisional structure into three separate Departments of Art, Drama, and Music. During that year the Bachelor of Music program took on new dimensions and new scope as a professional program encompassing its extension to four years and the designation of three routes including an amalgamation of Performance and Pedagogy into Applied Music, retention of the Church Music route, and extension of Theory to Theory and Composition. By 1968 the Church Music route was converted into Music History and Literature and the approaches to the B.Mus. degree have remained stable since that time.

The Department established the first graduate program in music west of Ontario in 1968 with its Master of Music program in Applied Music, History and Literature, Theory and Composition. As this program grew, the Department studied the possibility of doctoral study in music and presented a proposal to the Faculty of Graduate Studies and Research in 1971. By the winter of 1973 the proposed Doctor of Music in Performance was approved by the University and was forwarded

to the Provincial Government for consideration where in 1976 it received approval.

As the programs of the Department evolved so were qualified staff assembled to present them. A Department offering professional programs became staffed by specialists who were organized into the Divisions of History and Literature, Theory and Composition, Keyboard, String, Voice/Opera, Wind and Percussion, and Choral Music. The staff of three, which presented the first year of the Bachelor of Music program as well as service courses for other programs in 1958, grew to 25 full-time, 15 part-time, and a myriad of graduate teaching and research assistants by the time the D.Mus. was finally approved. Makeshift physical facilities were gradually phased out, by and large, as Fine Arts I took shape with the prospect of an urgently needed Fine Arts II projected for the future to serve professional musical needs not provided for in the existing Fine Arts Centre.

At the present time, the work of the Department centers around the professional undergraduate and graduate degree programs in music. The Department sees its relationship to other programs as one of service, offering a limited number of courses specifically designed for the non-music major together with music-major courses for non-major students who are able to demonstrate sufficient background.

APPENDIX II

SUMMARY OF PRINCIPLES AND OBJECTIVES OF THE DEPARTMENT OF MUSIC

The Department responds to two categories of needs: those of a professional nature, and those of a general cultural nature. The primary objective lies in its responsibility for the preparation of musicians who will be capable of making professional contributions in the sub-disciplines of performance, composition, theory, history, and the teaching of each of these. As a secondary role, the Department accepts the responsibility for seeking, creating, preserving, and disseminating knowledge in the field of music that, in combination with other disciplines, contributes to an enriched life.

The aims and prciniples of education in music as they pertain to both professional and general cultural needs are realized in a variety of ways including degree programs at the undergraduate and graduate levels, intra- and inter-departmental activities, the extension function, and communication services. Because of the nature of the discipline of music, the personal and emotional responses of individuals to musical stimulus, and the individual physical capabilities and capacities of human beings, it is imperative that much of the instruction be carried on either individually or in small groups. The Department is somewhat unique, therefore, in needing to maintain a low student/teacher ratio.

A. Existing Professional Degree Programs in Music.

The Bachelor of music is offered as a four-year program in Applied Music, Composition, Theory, Music History and Literature. The program is designed for students who wish to find a place in the profession of music as performers, composers, teachers, or researchers. The Master of Music is offered as a one to two-year professional graduate program in the areas of Applied Music, Composition, Musicology, and Music Theory. The recently approved Doctor of Music in Performance is designed to provide candidates with the highest level of education and training

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1. Applied Music (Keyboard). Within the existing B.Mus., M.Mus., and D.Mus. programs, the keyboard division provides individual instruction in piano, harpsichord and organ, and courses in literature and pedagogy. Areas of concentration for all keyboard majors include solo performance, chamber music, vocal accompaniment, and pedagogy. The didactic aim in these four areas is to guide students to a professional level of proficiency.
2. Applied Music (Strings). The strings division offers instruction in violin, viola, cello, double bass, ensemble music, and the literature and pedagogy of string instruments. Among the staff of the division are also members of The University of Alberta String Quartet. Students are expected to prepare for professional careers in solo performance, chamber music, and orchestral music.
3. Applied Music (Voice). The aim of the B.Mus. and M.Mus. program in voice is to prepare students for professional careers as performers and teachers, and to provide for some specialization in their chosen field of study, whether opera, concert career, or teaching.
4. Applied Music (Wind and Percussion). The wind and percussion instrument division provides for its majors in both the Bachelor and Master's programs an education which realistically prepares them for the eclectic demands of the professional musical world in both the performance and teaching sectors. A number of the division's courses are offered as preparation for those going into public school music education.
5. Composition. The undergraduate and graduate composition programs assist students as they strive to become articulate in expressing musical ideas. Students are exposed to techniques and processes in creative work, and provided with theoretical knowledge and skills which enable them to

understand the creative process and to develop their creative talents.

6. History and Literature. The student is initially provided with a solid foundation of historical studies and stylistic developments which will support his activities in the professional field and will equip him for later studies in research techniques and formal writing.

7. Theory. Music theory courses consist of harmony, aural training, counterpoint, and analysis, and are designed to strengthen the musicianship of students and to lead those who wish to specialize into professional areas of musicology.

8. Choral. The choral division fulfills a function for B.Mus., B.Ed., and other qualified students by providing ensembles for the study and performance of choral literature and by providing optional courses in choral literature, choral techniques and conducting for those with special interest in the field.

B. Other Program Responsibilities.

1. B.A. The Department contributes to the curricula of the B.A. General, Special, and Honors programs for students concentrating in music, as well as for those electing music courses on an optional basis. The B.A. Honors in Music is a preparatory program to graduate study in music theory or musicology.

2. B.Ed. The Department of Music offers courses as a service function to the Faculty of Education for students who concentrate in elementary and secondary music through the B.Ed. degree.

3. General Service Function. The offerings of the Department of Music are available to the student clientele of the University in general so long as prerequisite requirements are satisfied where applicable.

C. Future Program Projections.

1. B.Mus. in Church Music. With the appointment of an academic staff member in organ together with a restored Convocation Hall including a new pipe organ, a concentration in church music within the B.Mus. program becomes feasible.

2. M.Mus. in Choral Music. At the present time there is no Canadian University offering such a degree program, and although there are many people involved in conducting choirs, many of them have had little specialized training or have had to undertake it outside of Canada.

3. Extension of D.Mus. The existing D.Mus. program is presently offered in piano, harpsichord, violin, viola, and cello. Ultimately the program will encompass, as well, organ, voice, wind instruments, and composition.

4. Ph.D. As the culmination of professional music education in music theory and musicology, Ph.D. programs are foreseen in these areas.

D. Relationship to the Community.

The Department of Music depends upon the university community as well as the metropolitan community of Edmonton to serve as consumers of its extensive public performance program. The Department offers artistic musical benefits which contribute to a healthy artistic climate for the area in general.

Professor Samuel Adler, Chairman of the Composition Department at the University of Rochester's Eastman School of Music, stated that "the university has proved to be the most liberal and least constricting patron, and through its influence in the general community has provided an open platform for its creative artists." The following is a summary of the major objectives of the Department's public activities.

1. Large Ensemble Performances and Productions. Through such organizations as the Concert Choir, the Madrigal Singers, Symphonic Wind Ensemble, Concert Band, Stage Band, St. Cecilia Orchestra, and through Opera productions, the Department provides experience for its students and exposure to the public of a vast ensemble repertoire.
2. Recitals. Through student and staff recitals outlets are provided for participants to communicate musically with the public. Staff presentations often reach out far beyond the campus of the University of Alberta to other Canadian and international centres.
3. Radio and Television. Members of the Department present educational programs, lecture recitals, and professional performances through the media of radio and television.
4. Composition. The twentieth-century composer requires an outlet for the performance of original compositions. Department of Music programs, most notably its Explorations Series in recent years, provide opportunities for the performance of new compositions by staff. Special arrangements are also made for the performance of student compositions.
5. Visiting Artists and Lecturers. It is important to hear and study the work of those who are outside the immediate community, therefore, the Department annually sponsors programs, lectures, and demonstrations by musicians from Canada and other countries. It is the objective of the Department to expand this activity which benefits not only the students

and staff of the Department but the community at large.

6. Extension Activities. Much of what has been described above may be considered as an extension function. In addition to these activities, however, it is the desire of the Department to see university music instruction reach out to other areas of the province. Members of the Department continue to engage in the presentation of workshops and adjudication of music festivals throughout Canada. The participation of members of the Department in the development, operation, and administration of music in such organizations as the Banff Centre, the Society for Talent Education, the Richard Eaton Singers, the Edmonton Chamber Music Society, the Edmonton Symphony Society, the Edmonton Opera Association, and many churches in the community is an extension activity, the object of which is to share the expertise of university staff members who are vitally concerned with the development of the arts in the community.

7. Western Board of Music. This university-related external music examination system relies in part upon staff of the Department of Music to set and mark examination papers, to evaluate candidates in practical examinations, and for consultation on matters of the syllabus and administration. Through the Western Board, it is the objective of the Department to raise standards for students and teachers, particularly in the private sector at the preparatory level.

Report of the Arts Faculty Honors Committee

on

Acceleration, Deceleration, and Part-Time Study in Honors Programs

Arts Executive Council on April 12, 1977, referred back to the Faculty Honors Committee item D.1 of the Report on the Aims and Principles Governing the B.A. (Honors) degree:

> Continuous, intensive study is deemed to be of fundamental importance. Residence and course-load requirements demand that the student take five full-course equivalents each Winter Session for four consecutive years; i.e., the program may not be accelerated or decelerated or interrupted without petition to the Faculty Honors Committee; such concessions are granted only in exceptional circumstances.

The referral back to Committee was couched in terms of the resolution:

i) that the Committee produce detailed arguments as to why the aims and principles which have been accepted for the Honors degree dictate the degree of intensive study presently specified in D.1;

ii) that the Committee speak to the suggestion that D.1 as it stands is discriminatory against certain classes of people with a legitimate interest in seeking an Honors degree;

iii) that in the course of its deliberations the Committee consider the possibility of the grounds for exception being considerably widened and perhaps specified in writing;

iv) that the Honors Committee report back to the November 1977 meeting of Arts Council.

During the summer months the Honors Executive investigated the nature and volume of past requests for flexibility in an Honors program, and it also invited comment from the Department Chairmen and Honors Advisors. In light of its investigation, the Honors Executive on November 17 presented to the full Honors Committee a set of 14 recommendations concerning acceleration, deceleration and part-time study in Honors programs, these three concepts having been grouped under the heading of "flexible Honors programs" and having been defined as follows.

A. Accelerated program: one in which the student completes an Honors degree in less than four full Winter Sessions, either by making use of Spring and Summer Session courses or by taking more than five full-course equivalents for credit toward his degree in Winter Session, or both.

B. Decelerated program: one in which a student is allowed to reduce his course load during one year of an Honors program and make up this deficiency either by using Spring and/or Summer Session courses or by taking more than five full-course equivalents for credit toward his degree in a subsequent Winter Session, or both.

C. Part-time study program: one in which a student arranges to pursue an Honors program over a longer period of time than the usual four-year residency period. The target date for the degree is set in advance, and the student may or may not make use of Spring and/or Summer Session courses but will almost always carry a reduced course load in Winter Session.

Recommendation 1 of the Honors Executive Report was approved by the parent body on November 17:

> That the Faculty of Arts Honors Committee approve in principle, and recommend to the Faculty of Arts, the establishment of an apparatus for allowing flexibility in the time required to complete an Honors program and in the course load to be maintained while enroled in an Honors program; this flexibility to be by departmental recommendation, with the approval of the Dean's Office, to an extent within guidelines determined by the Honors Committee, and for special causes approved by the Honors Committee.

The remaining recommendations deal with the procedures for implementation of the principle enunciated in recommendation 1. These are now under consideration by the Honors Committee (4 of the 13 having been considered and approved on November 17), and the complete package will be submitted to Council at a later date.

In the meantime, the Arts Faculty Honors Committee recommends that Council give approval in principle to the concept of flexibility in an Honors program (recommendation 1 above).

Respectfully submitted,

M. L. Marckworth, Chairman,

Arts Faculty Honors Committee.

November 18, 1977.

Arts Faculty Curriculum Committee

Review of Second Science Requirement and Connected Matters

The Curriculum Committee has been reviewing the Second Science Requirement (SSR). The occasion for the review was a request from the Department of History to add HIST 385 *Science and Technology of Ancient China* to the approved list of courses. When this matter came up in the Spring, it seemed to us that this hardly acquainted students with the method of contemporary science - the goal we had assumed the Faculty's science requirement to serve. On the other hand it seemed no more distant from that goal than courses we had already placed on the approved list (*vid* Calendar 42.2).

We began our review by going back to APAC. APAC Report 1 affirms that "Education in the Liberal Arts should consist of some knowledge of the Humanities, the Fine Arts, the Social Sciences and the Natural Sciences." Elsewhere it uses the phrase "the student should learn as many methods of enquiry as possible." We discerned confusion in the present SSR (and our own earlier discussions) over whether this phrase is intended (a) as a rephrasing of the original statement quoted above, comprehending those 4 specific areas, or (b) as a separate and novel requirement.

The present list of courses approved for the SSR reflects this ambiguity. These courses fall into 6 different groups. Three are groups originally proposed by the C.C. as legitimate alternative methods of fulfilling (a). These are: lab courses in Arts (e.g. ANTHR 390); courses in the History and/or Philosophy of contemporary Science (e.g. HIST 395, PHIL 364); courses in the theory of knowledge (e.g. PHIL 322). One cannot, it seems, justify the other groups in terms of (a). One group consists of courses in Logic; another group consists of "methods" courses in various areas, e.g. of social science, religious studies, linguistics; a third group consists of courses in ancient science and technology, of classical Greece and Rome, and the proposed course from History. A course in Research Methods for Political Analysis, for example, is not an alternative way of acquainting the student with the laboratory approach to contemporary natural science, though it could be part of a programme to "acquaint the student with as many methods of enquiry as possible."

We could in fact see no justification for adopting interpretation (b); there is nothing in APAC material that directly suggests that as an independent goal. So we have turned to exploring (a) strictly interpreted. But now two broad problems occur. The first is as follows. The present statement of the SSR begins "Any course in the Faculty of Science or. . . ." However, many courses in the Faculty of Science are just as dubious in relation to the "strict" interpretation of the SSR as are the above Arts courses. There are (i) various statistics courses just like those in Arts Social Science Departments; (ii) mathematics and computing science courses generally which are in method like logic courses (apart from the "practical" side of Computing Science courses); (iii) courses in Linguistics analogous to courses in Arts Language Departments; (iv) various non-lab courses which purely expound content, some of which are extremely general and "survey" in nature. On the other hand there are in the Faculty of Science historically-oriented non-lab courses. It seems arbitrary and needlessly impractical to proscribe certain courses in Arts as not really fulfilling the "strict" SSR, while permitting vast numbers of courses in Science which are in principle proscribable for analogous reasons.

Thus, if the Faculty really wishes to be serious about the SSR as being a "methods of contemporary natural science" requirement, as much attention will have to be paid to differentiating Science courses as to Arts courses.

The second broad problem is thrown into relief by an alternative response to the first problem, namely, to ignore it and maintain the SSR as it stands, whereby it includes any course in Science and any course in Arts remotely "scientific" or "methodological." If one reminds oneself of the original APAC statement, two thoughts occur. Firstly, the present B.A. (General) programme not only has a requirement which is, in some people's eyes, so broad as to be pointless. Secondly, it pays only scant respect to the phrase "as many methods of enquiry as possible" interpreted as relating to the main four areas; there is no requirement of spread beyond the science requirement. The original APAC requirement remains official Faculty policy. There therefore should be a Humanities Requirement, a Social Sciences Requirement, a Fine Arts Requirement, as well as a Natural Science Requirement. One cannot see how the present SSR fits into such a scenario.

We have been talking round various possible specific proposals. But none has emerged as the single most attractive proposal. We do not feel that we can pursue the matter further without obtaining from Council some guidance as to the general direction they would like our deliberations to take. We shall now list some of these models, with a few comments on them.

The first decision that must be taken is whether Council accepts our contention that the APAC inclusion of Natural Science is correctly taken as implying the so-called "strict" interpretation of the SSR. On that interpretation, the specification of the SSR would read something like:

> A laboratory course in Science or a course in Arts or Science which deals with the history and/or philosophy of contemporary natural science, or with theory of knowledge.

This would be followed by a list of courses satisfying the second disjunct. We are unsure whether to include Computing Science courses. A "lab" in a Computing Science course is not a forum for scientific experimentation, but for demonstration of technical skill. However, the computer is clearly a significant denizen of contemporary society, and inclusion of these courses may be thought to be justified on these grounds.

We see three models alternative to the present programme at this stage of discussion; one of these we are disinclined to pursue further:

I. Present Junior Lab Science Requirement (JLSR) plus "strict" second science requirement.

II. A one-course Science Requirement - either the JLSR or the "strict" SSR.

III. A one-course Science Requirement - either the JLSR or the present SSR.

Comment: The Committee feels that III undoubtedly dilutes the Science Requirement to a point where it fails to achieve the goal of "some knowledge" of Natural Science. Some members also feel this of II; some do not.

The second decision that must be taken is whether Council accepts the contention that the present B.A. (General) programme does not provide a mechanism for what, in the Faculty's official view, is the goal of a Liberal Arts education, viz. "some knowledge of the Humanities, the Fine Arts, the Social Sciences and the Natural Sciences." Certainly, a major revision in the B.A. (General) programme would result from taking this goal seriously, but we do not see that as an objection. Again, various alternative models are possible, corresponding to I - III above:

IV. A two-course Science Requirement as per I, plus one course in each of Humanities, Fine Arts and Social Sciences.

Comment: This would increase the number of required courses by two (not three, as students are in any case required to present a primary subject of concentration in one of those three areas). Some Committee members feel that is excessive. Also, there seems no reason for thinking that in Natural Science, two courses are needed for "some knowledge," but one is sufficient elsewhere. It was suggested that perhaps we should require 2 courses in all 4 areas. This suggestion would involve an enormous shift in Faculty practice, a shift which at the moment there seems no reason to think is a live option.

V. A one-course Science Requirement, as per II, plus one course in each of Humanities, Fine Arts and Social Sciences.

Comment: This would increase requirements by 1, and would be consistent in thinking that, for each area, one course provides "some knowledge." It also minimally increases requirements, while respecting the APAC fourfold goal.

VI. A two-course Science Requirement, as at present, plus one course in each of Humanities, Fine Arts and Social Sciences.

Comment: Open to the Curriculum Committee's objection to the present SSR as a requirement with no clear justification. Also open to the same objections as IV.

VII. A one-course Science Requirement, as under III, plus one course in each of Humanities, Fine Arts and Social Sciences.

Comment: Open to the same objection as III.

General Comment: One could achieve a reduction of the requirements in this group by regarding the English requirement as fulfilling the Humanities requirement. Without discussing it fully, we were inclined to think that the English requirement is designed to serve a different purpose and should be retained as a separate requirement.

Conclusion

We feel that the issues raised here are important to the Faculty, and present the Faculty, as did APAC itself, with some fundamental choices about the Faculty's programme. It is tempting to think that the choices have been made by the adoption of APAC's policy statement. But we discern a lack of fit between official policy and actual programme requirements. We bring forward these models for discussion, to see if others in the Faculty sense the same lack of fit, and to ascertain whether the Faculty wishes anything to be done about it.

Respectfully submitted,

Roger A. Shiner, Chairman,

Arts Faculty Curriculum Committee.

November 1977.

ARTS EXECUTIVE COUNCIL

Minutes of Meeting of February 14, 1978

2:00 - 4:00 p.m.

PRESENT: R. G. Baldwin (Chairman), H. L. Abbott, B. R. Abu-Laban, T. Andersen, S. H. Arnold, A. J. Ballah, D. Barnet, W. A. Blanchard, J. A. Creore, H. W. Cummins, O. P. Dickason, R. G. Eherer, N. Fetterman, J. V. Freeman, J. R. Giard, R. Gillies, R. T. Harrison, R. R. Hett, R. Hoffpauir, C. Hume, D. A. Jackel, E. L. Jackson, D. C. Johnson, H. J. Jones, J. King-Farlow, J. C. MacKenzie, M. Mannes, G. Marahrens, M. L. Marckworth, U. Margolin, A. M. Munn, N. A. Page, G. B. Peacock, T. M. S. Priestly, K. D. Prithipaul, S. M. M. Qureshi, F. L. Radford, G. Redmond, E. Reinhold, P. A. Robberecht, P. A. Runquist, G. W. Sadler, M. Sasonkin, B. L. Scarfe, B. Schwartz, R. C. Smith, R. Spelliscy, R. A. Stangeland, P. Swartz, T. S. Veeman, E. H. Waugh, T. White, R. G. Whitinger, M. D. Wilkie, L. Willie, D. E. Young.

1. Minutes of Meeting of November 29, 1977

On a motion by Professor Munn, seconded by Professor Smith, the Minutes were adopted as circulated.

2. Agenda Addition

On a motion by Professor Waugh, seconded by Professor Johnson, Council agreed that the agenda be expanded to include some discussion of the proposed 1978-79 budget (ref. item 8 below).

3. Supplementary Professional Activities: Reported for Information

The Board of Governors is reexamining the existing guidelines governing the administration and control of the supplementary professional activities of staff members, in light of the difficulties of implementation.

4. Election of Students' Union President

Dean Baldwin, on behalf of Council, offered heartiest congratulations to Ms. C. Hume, who is the new president-elect of the Students' Union.

5. Executive Committee Report: January 1978

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

It was moved by Professor Marahrens, seconded by Professor Priestly,

> THAT the Executive Report be approved by Council.

Motion carried.

6. Second Report of the Arts Faculty Honors Committee on Acceleration, Deceleration, and Part-Time Study in Honors Programs

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Dean Baldwin having pointed out that the context for the report could be found in the Minutes of the previous Executive Council meeting (ref. item 6, 29/11/77), it was moved by the Chairman of the Honors Committee, Professor Marckworth, and seconded by Professor Munn,

> THAT Council approve the package of 12 recommendations contained in the Honors Report.

In the course of the discussion some minor editorial amendments were made to recommendations 2, 4, and 6.

> Recommendation 2. Substitute "session" for "term."
>
> Recommendation 4. Change the final sentence to read: "Further, that the recommendation that a student be allowed to undertake a part-time study Honors program come from the department to the Dean's office for approval. . . ."
>
> Recommendation 6. Substitute "not be permitted to" for "should not."

Special attention was also drawn to recommendation 10 ("THAT students participating in flexible Honors programs should not normally be eligible for Faculty awards such as the Governor General's Gold Medal. . . ."). Council was advised that the proposed restriction was intended to apply to two additional awards on which the Honors Committee makes recommendations (The Edmonton Section of the Council of Jewish Women Prize, and The Dr. Geneva Misener Memorial Prizes), but that it was not intended that the designations "First Class Standing" and "First Class Honors" should be withheld from students in flexible Honors programs (these being viewed as a class of degree rather than an award).

The vote was then taken on approval of the report, as amended.

Motion carried.

7. Curriculum Committee Report on the Second Science Requirement and Connected Matters: January 1978 Revision

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The report was introduced by the Chairman of the Curriculum Committee, Professor Harrison, who explained that it was a follow-up to the November 1977 discussion in Council (ref. item 7, 29/11/77). Having reconsidered the matter, the Curriculum Committee was convinced that "the modified second science requirement, as it has been interpreted, admits courses too various to promote any clear or consistent academic aim. If the underlying aim of both science requirements is to give the liberal arts student 'some knowledge of the Natural Sciences' (APAC, Part I, A.2.b)), then some of the courses accepted for the SSR are too remote from the natural sciences to further this aim. At the same time, many of the courses are too remote from each other to share any substantial aim." The Curriculum Committee therefore returned to the central statement in Report #1 of the Academic Principles and Aims Committee that "an education in the Liberal Arts. . .should consist of. . .some knowledge of Humanities, Fine Arts, Social Sciences and Natural Sciences." It was the Committee's view that "the modified SSR as it has been interpreted does not clearly serve any of these four divisions of the Liberal Arts," and that "it should be either more strictly defined to promote 'some knowledge of the Natural Sciences' or eliminated to make way for options or other requirements." Accordingly, recommendation 1 of the report was moved by Professor Harrison, seconded by Professor Sasonkin,

> THAT the science requirements in the B.A. (General), B.A. (Special), and B.A. (Canadian Studies) programmes be replaced by a requirement for: one laboratory science course plus one course in each of the Humanities, the Fine Arts and the Social Sciences, each requirement to be satisfied by a full-

> course equivalent at the junior or senior level. (Note: The designation "B.A. (Special)" includes the 4-year program in East Asian Studies.)

Some members of Council argued for the retention of the modified second science requirement, on the grounds that it provided students with a relevant and broadening introduction to logic and methods of scientific enquiry. In response, Professor Harrison said that the Curriculum Committee could see the desirability of a dual science requirement (assuming that it would be more strictly defined to promote "some knowledge of the Natural Sciences"), but that "it seemed anomalous that we should devote two of our limited required courses to this area yet take no steps to ensure that the liberal arts student gain some knowledge of the other three areas." Council was also reminded that the Curriculum Committee had presented a number of alternatives in its November 1977 report, and that it had been directed to bring forward a concrete proposal.

Motion carried.

Recommendation 2 of the report was then moved by Professor Harrison, seconded by Professor Sasonkin,

> THAT the Humanities requirement must be satisfied by a course other than the one which is used to meet the existing Faculty requirement for a junior English course.

Speaking to the recommendation, Professor Harrison said that it was the Committee's view that the mandatory junior English course, while it falls within the Humanities division, is largely in the nature of a language requirement.

Motion carried.

It was understood that the implementation of Recommendation 1 will be in accord with the course classifications approved by Council in the spring of 1977 (ref. item 4, AFC, 15/2/77; item 3.7, AEC, 12/4/77); that these classifications will henceforth be inserted in the Calendar for the information of students, and that courses offered by the Department of History (all of which have a dual classification: Humanities/Social Sciences) may be used to satisfy only one of the divisional requirements (i.e. either Humanities or Social Sciences).

8. Proposed 1978-79 Budget
Dean Baldwin explained that the 1978-79 budget had yet to be confirmed by the Board, and that the first key meeting in the process would take place on March 3, when the University Planning Committee considers a number of administration recommendations. He noted too that budgeting information is not normally brought to Council but reaches staff members through their respective department chairmen. However, in light of the considerable interest and speculation on campus, the Dean wished to share with Council some preliminary information. Present indications are that the central administration will be seeking some 6½ million dollars to meet a shortfall between estimated budget expenditures and what is expected as a firm budget allocation. It is understood that

the shortfall will be met, in part, by a 10% increase in student tuition fees, by a 10% tax across the board on faculties (excluding full-time continuing staff and GTA's), by a freeze on vacant positions to allow for centralized control, and by cutbacks in various other areas, including, for example, a $300,000 cut in the Library allocation (which will presumably come out of the Library's acquisitions fund).

Council's reaction to the foregoing information was essentially threefold, it being noted:

i) that there is a fundamental choice to be made by the University: whether one should take a principled stand against any budget cutbacks and/or increases in tuition fees, on the grounds that the former is detrimental to the quality of education and the latter limits its accessibility, or whether one should accept the proposition that there is an inevitable limit to government funding and endeavour to make the best possible accommodation within that limitation.

ii) that in proposing the short-term budgetary adjustments the central administration appeared to be guided by the principle of equity (say, for example, in the application of a 10% tax on all faculties), but that the force of the $300,000 cutback in library funding would be to impose a surtax on the Faculty of Arts, which is much more dependent upon this resource than, say, the laboratory sciences;

iii) that the anticipated 1978-79 budget deficiency suggested the need for a long-range contingency plan to deal with the prospect of continuing budget austerities.

Members decided that consideration of the long-term budget implications be deferred for discussion at a future meeting (Dean Baldwin having indicated that the Faculty's Academic Planning Committee was already exploring some of the implications). There was also general agreement that, in the absence of precise and detailed information, it was virtually impossible for Council to assess the full import of the proposed 1978-79 budget. Members were nevertheless urged to take an immediate and firm stand on behalf of the Library, on the basis of a motion by Professor White, seconded by Professor Marahrens:

> WHEREAS the Library is a primary and crucial resource centre for the University, and whereas the academic impact of the projected cutback in the Library budget is more severe for the Faculty of Arts than for certain other areas of the University, be it resolved that the projected cutback in the Library budget be reduced and budgetary cutbacks in other areas be made so as to equalize the impact of budget cutbacks throughout the whole of the university community.

This particular motion was, however, challenged, on the grounds that it was predicated on the assumption that cutbacks in other areas would be lower than that projected for the Library, but that Council could not itself cite specific examples in that regard. In any event it was argued that support for the Library should be forthcoming on the basis of its utility and importance to the University as a whole; that its funding should not be tied to any other item in the budget, nor should any sort of cutback be countenanced. To do otherwise, it was argued, would be to damage the function of the University and the heart of its resources.

Motion defeated.

An alternative motion was then moved by Professor Swartz, seconded by Professor Cummins,

> THAT the University Library, being a primary and crucial and vital academic resource, not be subjected to any budgetary reduction.

Motion carried.

8. Adjournment

By general consent, on a motion by Professor Munn, seconded by Professor Smith, the meeting was adjourned at 4:00 p.m.

Chairman.

Faculty of Arts Executive Committee Report, January 1978

1. Student Appeal: Ann M. Lindsay
Mrs. Lindsay was admitted to Arts Faculty in the fall of 1973, and by the end of the 1974-75 Winter Session had successfully completed ten courses toward the B.A. (General) degree. She then moved with her husband to Vancouver (Delta, B.C.), where she is currently living and working. In a letter dated November 14, 1977, Mrs. Lindsay asked the Student Program Office whether it would be possible to take the remaining five courses of her program as a Visiting Student at the University of British Columbia and/or Simon Fraser University. The SPO (which has been delegated authority to deal with requests for Visiting Student status) gave approval in principle, in light of Mrs. Lindsay's academic record, and on the grounds that a requirement to return to the University of Alberta campus would involve both personal and financial hardship. The approval was conditional upon the five B.C. courses meeting the requirement of the B.A. program at the University of Alberta, and the SPO did not at the time realize that Mrs. Lindsay had in mind some UBC correspondence courses at the 300 and 400 levels. The request was ultimately referred to the Executive Committee on jurisdictional grounds, the SPO not having the authority to waive the Faculty's application of a University regulation which in effect restricts extramural credits to the first year of the program. The Executive was not disposed to admit five senior-level correspondence courses, and in any event Mrs. Lindsay had herself suggested the possibility of taking a course at one of the B.C. campuses during her summer vacation, and/or arranging a leave of absence from her job for the 1978 fall semester. Accordingly, the following motion was approved:

> THAT Mrs. Lindsay be allowed the equivalent of two full-year courses by correspondence, the remaining three courses to be taken in residence at the University of British Columbia or Simon Fraser University (it being understood that the specific course selection will be made in consultation with the Arts Faculty Student Program Office).

2. Committee Memberships
The Executive received and approved on behalf of Council the following nominations.

   2.1 Canadian Studies Committee
   Faculty (Departmental nomination)
   R. G. Motut, Romance Languages (replacing R. C. Bonvalet)
   Students (Committee nomination)
   S. K. Bell and C. L. Knott

   2.2 East Asian Studies Committee (Committee nomination)
   K. Ohta, History (East Asian Languages)

   2.3 Library Committee (Departmental nomination)
   J. A. Lejnieks, Political Science (replacing J. K. Masson)

3. Arts Replacement on GFC
Professor R. F. Anderson of the Department of English was elected by Faculty-wide ballot to serve on GFC for a three-year term commencing January 1, 1978.

4. Waiver of Final Examination: Drama 293
The Department of Drama was given continuing approval for the waiving of a final written examination in Drama 293, which is a practical course primarily directed at the "process of realization in practical terms" of design in all its areas and aspects. Term work will constitute 100% of the course assessment.

Second Report of the Arts Faculty Honors Committee
on
Acceleration, Deceleration, and Part-Time Study in Honors Programs

Arts Executive Council on November 29, 1977, gave approval in principle to "the establishment of an apparatus for allowing flexibility in the time required to complete an Honors program and in the course load to be maintained while enroled in an Honors program; this flexibility to be by departmental recommendation, with the approval of the Dean's Office, to an extent within guidelines determined by the Honors Committee, and for special causes approved by the Honors Committee." The approval was conditional upon the Honors Committee bringing forward for Council's consideration an appropriate mechanism for translating the principle into practice. Accordingly, the Committee submits for Council's approval a series of 12 recommendations for the implementation of acceleration, deceleration, and part-time study in an Honors program. The recommendations are based, for the most part, on previous petitions which were upheld by the Honors Committee and/or comments and suggestions which were made to the Honors Executive during the course of departmental interviews in the summer of 1977. They are being proposed as "guidelines" rather than "regulations" because the Honors Committee does not want to close the door to a request which may not fall within the grounds specified in the report, but which may nevertheless be seen as a legitimate case for exception (the latter position being in accord with the spirit of Council's April 1977 directive that the Committee consider the possibility of the grounds for exception being considerably widened). In the event that the guidelines are accepted by Council, the Honors Committee is proposing that they be reviewed after three years of practical experience.

Recommendation 1

THAT interruption of an Honors program for departmentally-approved study or work-study programs for credit away from the University of Alberta campus be allowed, without petition to the Honors Committee, one time during a student's course of study for a period not longer than one calendar year, with the approval of the Dean's Office.

Recommendation 2

THAT if participation in such a program requires a student, upon return to the University of Alberta campus, either to carry more than 5 full-course equivalents per term or to make use of Spring and/or Summer Session courses in order to complete his program in the time expected, he be allowed to do so, without petition to the Honors Committee, as recommended by his department and approved by the Dean's Office.

Recommendation 3

THAT study or work-study programs that are used fairly frequently by departments (e.g. The Pushkin Institute, University of Mannheim, etc.) be documented wherever possible as to what University of Alberta course credit students will receive for attendance, and this documentation be filed with the Dean's Office.

Recommendation 4

THAT arranged part-time study be allowed for an Honors degree in the following special cases: (1) the case of a student who is judged by his department to be of Honors calibre but who is afflicted with a documented chronic medical condition which makes it extremely difficult or impossible for him to carry a full five-course equivalent course load; (2) the case of a student who, because of domestic or financial difficulties such as the need to hold at least half-time employment or to care for children, cannot without undue difficulty and detriment to his personal life maintain a full five-course equivalent course load. Further, the recommendation that a student be allowed to undertake a part-time study Honors program should come from the department to the Dean's Office for approval, the department having satisfied itself (1) that the student's circumstances are such as to justify the step, and (2) that the student is of a calibre that will allow him to benefit by an Honors program undertaken on such a basis.

Recommendation 5

THAT acceleration of an Honors program be allowed, on recommendation of the student's department and with the approval of the Dean's Office, in special cases of which the following are examples: (1) the case of the able student who, because of financial difficulties such as family support, heavy student loans, etc., needs to complete his program in less than 4 Winter Sessions in order to move into an income-earning situation and who, his department judges, would not be penalized in his academic development by some degree of acceleration; (2) the case of the mature student of exceptional ability who, perhaps with the view of undertaking graduate study, seems able to shorten his undergraduate Honors program without detriment to his academic development; (3) the case of the able visa-student who, being unable by law to work in Canada and unable for financial reasons to return to his home, would be well served by making use of available Spring and/or Summer Session courses to advance his program, as long as his department does not feel that to do so would be detrimental to his academic development; (4) the case of a student who, because of such reasons as transfer or program change, is up to two full-course equivalents short of where he should be in his course of study, and who the department judges would not be adversely affected academically by making up the two full-course equivalents in an accelerated program.

Recommendation 6

THAT a student pursuing an accelerated program should not complete the degree in less than 3 calendar years or make use of more than 5 Spring and/or Summer Session full-course equivalents.

Recommendation 7

THAT deceleration of an Honors program be routinely allowed by the Dean's Office, with departmental concurrence, in the case of a student who develops an acute medical condition and presents a written confirmation of this condition from his physician.

Recommendation 8

THAT deceleration of an Honors program be allowed, without petition to the Honors Committee, on the recommendation of the student's department and with the approval of the Dean's Office, in special cases of which the following are examples: (1) the case in which the student has heavy responsibilities in some extra-curricular activity such as student government which his department judges is beneficial to his personal and academic development; (2) the case in which the student encounters domestic or financial difficulties of a temporary nature and is unable to carry 5 full-course equivalents because of a need to work at least half-time, care for children, etc.

Recommendation 9

THAT the course load during the Winter Session in which deceleration is allowed not be less than 3 full-course equivalents; further, that the deficient courses may be made up either by using appropriate Spring and Summer Session courses or by taking for credit 6 full-course equivalents in a subsequent Winter Session; last, that within these limits the amount of deceleration and the method of making up the deficiency be decided by agreement between the student and his department.

Recommendation 10

THAT students participating in flexible Honors programs should not normally be eligible for Faculty awards such as the Governor General's Gold Medal; an exception might be considered for the truly exceptional student whose department judged him to be of such outstanding calibre that they wished to make a case on his behalf to the Honors Committee. The eligibility of flexible-program students for departmental awards should be a decision of each department.

Recommendation 11

THAT the Arts Honors Committee or its Executive Committee should continue to act as an appeal committee (1) for special cases of acceleration, deceleration, or part-time study which fall outside the guidelines for the conduct of flexible programs established by the Faculty, and (2) for cases in which a student and his department cannot agree about the need for, or the conduct of, a flexible program.

Recommendation 12

THAT the provisions for flexible programs be reviewed by the Honors Committee after three years on the basis of records kept by the Dean's Office and the Honors Executive Committee.

Respectfully submitted,

M. L. Marckworth, Chairman,

Arts Faculty Honors Committee.

December 1977.

Arts Faculty Curriculum Committee

Review of Second Science Requirement and Connected Matters

The Curriculum Committee has been reviewing the Second Science Requirement (SSR), which was modified in March 1975 to include courses in the philosophy of logic, epistemology, philosophy of science, and history of science, and Arts courses focusing primarily on scientific method. In practice the committee finds that the modified SSR, as it has been interpreted, admits courses too various to promote any clear or consistent academic aim. If the underlying aim of both science requirements is to give the liberal arts student "some knowledge of the Natural Sciences" (APA, Part I, A.2.b)), then some of the courses accepted for the SSR are too remote from the natural sciences to further this aim. (See attached list of courses.) At the same time, many of the courses are too remote from each other to share any substantial aim. Take, for example, Economics 407 "Introduction to Econometrics I" and Religion 462 "Methodology in Religious Studies."

The committee considered the alternative possibility that the modified SSR serves the student's need "to learn as many methods of enquiry as possible" (APA, Part II, B.1.(b)v)). We decided that this very general phrase must not be a separate aim but rather an amplification of the central statement that "an education in the Liberal Arts. . .should consist of. . .some knowledge of Humanities, Fine Arts, Social Sciences and Natural Sciences" (APA, Part I, A.2.b)). Because the modified SSR as it has been interpreted does not clearly serve any of these four divisions of the Liberal Arts, we concluded that it should be either more strictly defined to promote "some knowledge of the Natural Sciences" or eliminated to make way for options or other requirements.

The committee discussed these alternatives at some length. While we could see the desirability of the dual science requirement, it seemed anomalous that we should devote two of our limited required courses to this area yet take no steps to ensure that the liberal arts student gain some knowledge of the other three areas. We have therefore decided to propose that the dual science requirement be replaced by a one-course requirement in each of the Humanities, Fine Arts, Social Sciences and Natural Sciences.

In making this proposal the committee is well aware that the APAC considered and rejected this alternative in their Report No. 2, but in the light of subsequent events, their objections do not have the force they had when the report was presented to Arts Faculty Council in September 1974:

a) The proposal would add compulsory courses.
With the elimination of the SSR, the net addition would be only one course, and that in a broad area where a student is likely to be finding an option at present.

b) The Fine Arts Departments would experience practical difficulty in serving the increased enrollment.
Professor Shiner, after consulting these departments, reported to the committee that all three departments offer many more generalist courses than they used to, and are not unduly perturbed about the prospect of further student enrollment.

c) A collection of introductory courses does not constitute "some knowledge."

The alternative way of pursuing "some knowledge" favoured by APAC, the broad interdisciplinary and multidisciplinary courses in each of the four areas, has been investigated at length. Since it was decided by Council that such courses could emerge only on the voluntary initiative of faculty members, they cannot serve the purposes of a programme requirement. While "some knowledge" is very difficult to define, the committee believes that a single course in each area at least represents an effort to act upon the principle we have endorsed.

The Curriculum Committee therefore proposes:

1. That the science requirements in the B.A. (General), B.A. (Special), and B.A. (Canadian Studies) programmes be replaced by a requirement for: one laboratory science course plus one course in each of the Humanities, the Fine Arts and the Social Sciences, each requirement to be satisfied by a full-course equivalent at the junior or senior level.
2. That the Humanities requirement must be satisfied by a course other than the one which is used to meet the existing Faculty requirement for a junior English course.

Respectfully submitted,

R. T. Harrison, Chairman

Arts Faculty Curriculum Committee.

January 1978 revision.

History of Science

CLASS 241
HIST 395
(HIST 385)

Logic

PHIL 250
335
337
390
391
435
437
448
449
460
490

Epistemology

PHIL 322
445
465
467
475

Philosophy of Science

PHIL 361
364
365
366
414
415
438
439
440

"Methods" Courses

ECON 395/6
ECON 397, 400's
POL SC 316
POL SC 317
POL SC 415
RELIG 462
SLAV 403
SOC 311
SOC 313
SOC 411
SOC 412

"Science" Courses

ANTHR 390
ANTHR 392
PSYCO 441

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